

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Welcome to **TEKS Resource System™** **101**

Understanding the Curriculum
Management System

Routines

- ▶ Please ...
 - ▶ put phones on vibrate or silent
 - ▶ be courteous of other participants and their need to hear and participate
 - ▶ take care of yourself
 - ▶ return promptly after breaks and lunch

Objectives for the Day...

- Review the design and development of the TEKS Resource System™
- Explore the TEKS Resource System™ components
- Learn to use the online system
- Q&A

Table Activity

As a table, list the components of a viable curriculum.

Key Understanding

- ▶ Understanding the TEKS Resource System curriculum and assessment documents provides the information necessary to plan, make decisions and fully implement the Texas Essential Knowledge and Skills.



TEKS Resource System Tips

- ▶ It is a living, breathing system...
- ▶ Making paper copies of everything at the beginning of school is not advised
- ▶ Things are updated or changed based on feedback

Education Service Centers

Education Service Centers (ESCs) across our state strive to positively impact the learning community through high quality, cost effective products and services.

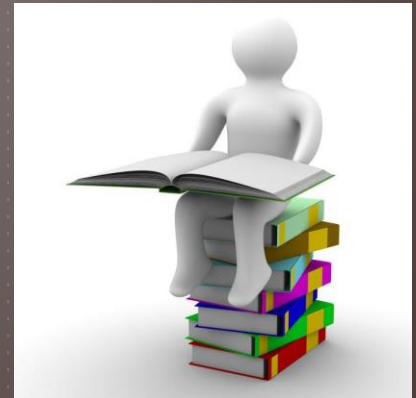
What is a Viable
Curriculum?

The Curriculum System

The high-quality delivery system for ensuring all students achieve the desired end— the attainment of their designated grade- or course-specific standards.

Ainsworth, L. (2010). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Englewood, CA: The Leadership and Learning Center.

What does the research say...



Curriculum: Student Achievement

Marzano's research on school effectiveness shows that the development of a guaranteed and viable curriculum provides the greatest impact on student achievement.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

12 Principles of High Performing Schools

1. Culture of High Expectations
2. Data Driven Decisions
3. Stakeholder Accountability
4. Aligned Curriculum
5. Rigorous & Relevant Instruction
6. Personalized Learning
7. Professional Development & Collaboration
8. Partnerships & Connections
9. School Climate
10. Leadership Development
11. Guidance & Systems of Support
12. Organizational Stability

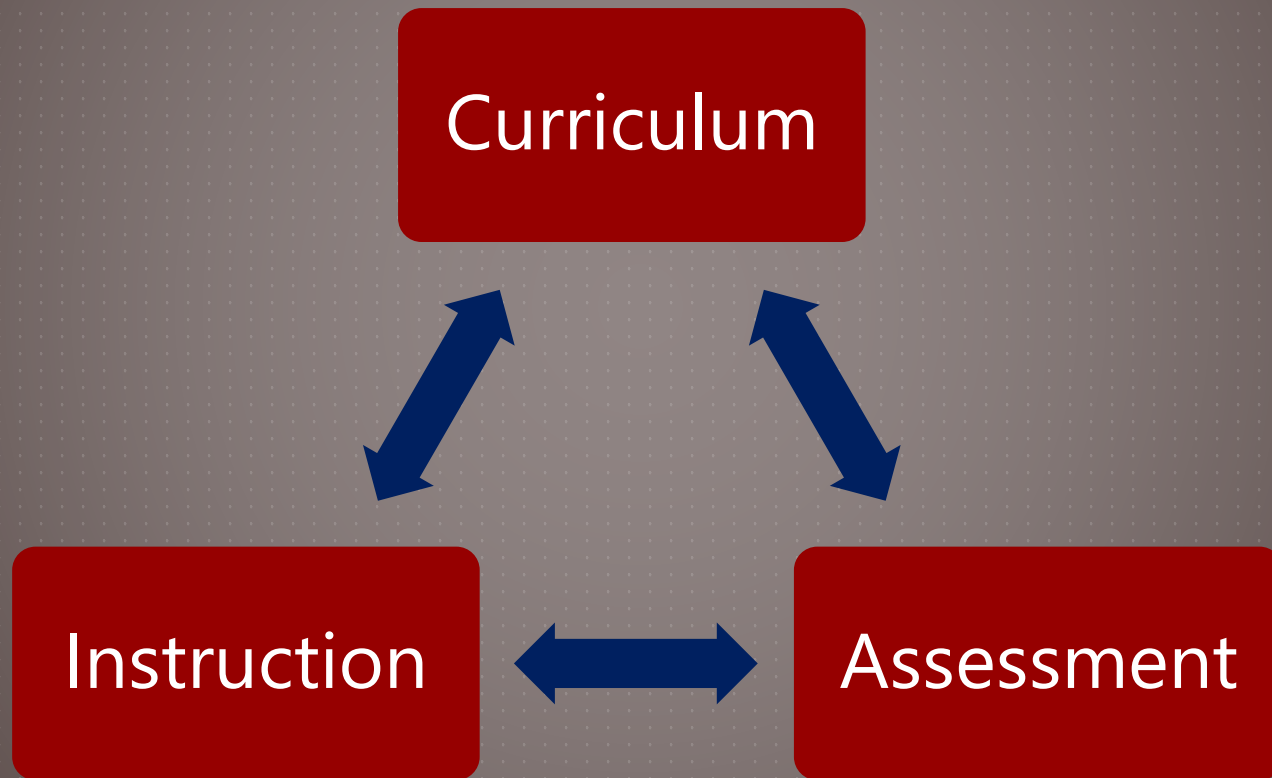
TEKS and the Curriculum

- ▶ Do the TEKS provide all that is needed to create a **guaranteed viable curriculum**?
- ▶ Would a first year teacher know **specifically** what to teach from just reading the TEKS?
- ▶ Do the TEKS alone describe how students will be **tested** on STAAR?

TEKS

- ▶ A framework for curriculum development
- ▶ NEVER intended to be the curriculum
- ▶ Lack specificity
- ▶ Not sequenced into units of instruction
- ▶ Few have *including* and *such as* statements

Putting All The Pieces Together



Why is this such a Challenge?

Intended Curriculum

VS.

Taught Curriculum

VS.

Assessed Curriculum

TEKS Resource System History

- ▶ Developed at the requests of districts
- ▶ Collaboration of ESCs with content area expert writers and developers
- ▶ Online curriculum management system that is customizable
- ▶ Curriculum, Assessment, and Professional Development

TEKS Resource System Information

- ▶ 20 ESCs
- ▶ Content Advisory Groups
- ▶ Annual District Advisory Meeting
- ▶ Summer Conference

What is the TEKS Resource System™?

Online curriculum management system developed by Texas educators for Texas educators.

Updated TEKS-aligned curriculum and assessment components are provided through a user-friendly technology platform.

Both the online system and support provided by ESCs are customizable, allowing a district or school to personalize the content and services to meet the unique needs of schools and communities.

TEKS Resource System™

The content includes curriculum and assessment components aligned to the most current versions of the SBOE-adopted TEKS for the following subject areas:

- *English Language Arts and Reading (K – 12)*
- *Mathematics (K – 12)*
- *Science (K – 12)*
- *Social Studies (K – 12)*
- *Spanish Language Arts and Reading (K – 5)*
- *Spanish-translated versions for Grades K – 5:*
 - *Ciencias (Science)*
 - *Estudios Sociales (Social Studies)*
 - *Matemáticas (Mathematics)*

NOTE: TEKS for Pre-K and other courses (including electives) are loaded into the system and available to all users for creating or adding district content.

Why the TEKS Resource System™?

Implemented with the guidance and support of ESCs, the TEKS Resource System helps school districts meet the expectations of ...

- ever-changing state-mandated standards (TEKS),
- a more rigorous state testing and accountability system (STAAR/EOC), and
- improving student performance . . .
- in the most efficient and cost-effective way possible.

Why the TEKS Resource System™?


Helps **schools**:

- Maximize existing resources and materials around a cohesive, aligned, and updated curriculum system.
- Leverage systems of support.


Helps **teachers**:


- Organize and plan using integrated features and functions available on the TEKS Resource System site.
- Focus valuable time and energy on student learning and classroom instruction.


TEKS Resource System™ Curriculum Management System Website

 Standards TCMPC Resources District Resources Tools


The TCMPC/ESCs do not develop or provide instructional lessons, either acting alone or in collaboration with one or more Regional Centers. All material within the District Resources portion of the site has been created by and is the property of the school district.

**Targeted** Success with **Quality** Curriculum


 **Quick Search**
Search for all TCMPC resources by selecting one grade level and one subject area.
-- Select a Grade Level --
-- Select a Subject Area --
Search

 **Support**

- ▶ [Sharing Calendars and Lessons](#)
- ▶ [Email Whitelist for District IT Departments](#)
- ▶ [Managing User Profiles and Unit Test](#)

 **Updates**
Check for revisions to TCMPC Resources by clicking on the appropriate link below.

- ▶ [Mathematics/Matemáticas](#)
- ▶ [ELAR/SLAR](#)

 **News**

- ▶ [TEKS Resource System Content Posting Schedule for 2014-15](#)
- ▶ [New Mathematics TEKS Now Available!](#)

TEKS Resource System™ Website

User-friendly Navigation



The screenshot displays the TEKS Resource System website interface. On the left, a blue banner with a white arrow pointing right contains the text "Targeted Success with **Quality** Curriculum". Below the banner is a photograph of three educators (two women and one man) looking at a document. On the right, a dark blue sidebar contains a "Quick Search" section. This section includes a magnifying glass icon, the text "Quick Search", and a description: "Search for all TCMPC resources by selecting one grade level and one subject area." Below the text are two white dropdown menus with black text: "-- Select a Grade Level --" and "-- Select a Subject Area --". At the bottom of the sidebar is a red rounded button with the word "Search" in white. A red arrow points from the top right of the banner area towards the search section.

Targeted Success with **Quality** Curriculum

Quick Search

Search for all TCMPC resources by selecting one grade level and one subject area.

-- Select a Grade Level --

-- Select a Subject Area --

Search

TEKS Resource System™ Website

User-friendly Navigation



Standards
TCMPC Resources
District Resources
Tools

TEKS Resource System™ Website

Offers District Autonomy

- District name display
- District Resources tab
 - Planning tool
 - Ability to customize documents
- Ability to enable and disable users at district level
- Management of Unit Assessment Permissions
- Website Builder
- Administrator Feedback
- Calendar Builder

TEKS Resource System™ Website


Easy-to-use Support Page

Resources for Teachers »




Locating Components (4) »

-  [Types of TCMPC Components](#)
-  [Search TCMPC Components](#)
-  [View TCMPC Components](#)

Additional Features (1) »

-  [Submitting Feedback on TCMPC Components](#)

Utilizing Teacher Tools (6) »



-  [Website Builder for Teachers](#)
-  [Using My Favorites](#)
-  [Using Design Templates](#)

Resources for District and Campus Administrators »

Tools Administration (1) »

-  [Enabling the Website Builder Tool](#)



Account Administration (3) »

-  [Account Admin for District Administrators](#)
-  [User Roles and Permissions](#)
-  [Managing User Profile Information and Unit Test Permissions](#)

Managing District Resources and Content (3) »

-  [Managing District Content](#)
-  [Managing District Resources](#)
-  [Content Admin for District Administrators](#)

Principal Center and Walkthrough Tool (2) »

-  [Principal Center for Administrators](#)
-  [Walkthrough Tool for Administrators](#)

Accessing the TEKS Resource System Site

www.TEKSTResourceSystem.net

Username: Your district email address

Password: Your current password
(if a current user)

Accessing the TEKS Resource System site today

Username: region12basic@teks.net

Password: tcmpc

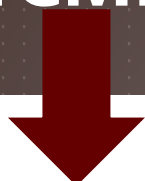
TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!

TCMPC TEKS Resource System™ Component Chart



Texas Curriculum Management Program Cooperative – TEKS Resource System™

State Standards	Curriculum			Assessment	Technology
Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) & TEKS Clarification Document (TCD)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessments & Sample Unit Assessment Items	TEKS Resource System Website
<ul style="list-style-type: none"> Approved and updated by the State Board of Education (SBOE) Defines what students in Texas should know and be able to do for each grade level/course Supported by Texas Education Agency (TEA) 	Scope: <ul style="list-style-type: none"> Outlines what is taught (TEKS) for each grade level/course Defines the rigor and content of the TEKS Includes the TEKS specificity (examples/details) Highlights Readiness and Supporting Standards Targets expectations (TEKS) within and across grade levels/courses 	Sequence: <ul style="list-style-type: none"> Groups (bundles) the TEKS into curricular units Includes a suggested sequence and duration for each unit Offers a sequence that ensures all TEKS are addressed within the year and STAAR-assessed standards (TEKS) are presented prior to the state assessment 	<ul style="list-style-type: none"> Bridges curriculum, assessment, and instruction Explains the details of each curricular unit including: <ul style="list-style-type: none"> An overview Performance Assessments Concepts, understandings, and vocabulary Targeted specificity 	Performance Assessments <ul style="list-style-type: none"> Offers evidence of student progression toward and/or attainment of identified TEKS Sample Unit Assessment Items <ul style="list-style-type: none"> Provides a collection of selected- and constructed-response items that assess unit-specified TEKS 	<ul style="list-style-type: none"> Provides online delivery and district management of VADs/TCDs, YAGs, TVDs, IFDs, and Sample Unit Assessment Items Allows districts to efficiently access, customize, and/or create curriculum and assessment components Provides a district-managed platform that includes: <ul style="list-style-type: none"> Bookmarking, quick search, and calendar features Teacher Website Builder and Design Templates Assessment Builder Administrator Walkthrough Tool District-level communication and resource sharing
Teachers use the TEKS to: <ul style="list-style-type: none"> Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) 	Teachers use the VADs & TCDs to: <ul style="list-style-type: none"> Clarify grade level/course expectations Understand the vertical depth and complexity of the TEKS within and across grade levels/courses Assess potential gaps in students' understanding and plan for appropriate intervention 	Teachers use the YAGs & TVDs to: <ul style="list-style-type: none"> View the TEKS taught within the year in a single snapshot Organize and plan long-term high-quality instruction Work with peers to share and allocate instructional resources Pace instruction and customize sequencing as appropriate Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment 	Teachers use the IFDs to: <ul style="list-style-type: none"> Determine what content should be taught in each grading period Organize and plan medium- to short-term high-quality instruction Select instructional resources and materials that are aligned with the specified TEKS Maintain focus on the TEKS while planning and implementing instruction 	Teachers use the assessment components to: <ul style="list-style-type: none"> Determine student progression toward and/or attainment of identified TEKS Determine the ability of students to apply the learning in a new context Determine which students need intervention and accelerated instruction 	Teachers use the technology tools to: <ul style="list-style-type: none"> Access TEKS Resource System and district-customized components Create district/individual instructional calendars, teacher websites, and assessments Provide and receive feedback regarding system components
District Implementation Plan					
Required by Law <ul style="list-style-type: none"> Texas Administrative Code Texas Education Code 	Local Decision based on student needs and district goals				

TEKS Resource System™

Provides clarification/specificity not found by reading the TEKS in isolation.

Educational researchers sometimes refer to this specificity as “unpacking the standards,” or clarifying the content and cognitive specificity of the knowledge and skills statements and student expectations.

This is where we find the rigor and relevance of the TEKS, which is critical in preparing for STAAR.

Cognitive and Content Expectations

- Cognitive Expectation

- The level at which students are expected to perform in order to adequately meet the standard
- Determined by the verbs used in both the *Knowledge and Skills statements* and the *Student Expectations*

- Content Expectation

- The content for which students must *demonstrate* their understanding at the appropriate cognitive level in order to adequately meet the standard

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Vertical Alignment and Specificity of Standards

The **TEKS Resource System™** provides specificity for each standard so instruction and standards are truly aligned between and among grade levels.

- **Vertical Alignment Documents (and Vertical Viewer)** present conceptually-aligned standards across grade levels.
- **(Enhanced) TEKS Clarification Documents** are single grade level documents.



Vertical Alignment Document

Science

Grade 3 – Grade 5

SCIENCE VERTICAL ALIGNMENT DOCUMENT

GRADE 3		GRADE 4		GRADE 5	
EARTH AND SPACE					
3.8	Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	4.8	Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	5.8	Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
3.8A	<p>Observe, measure, record and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction and precipitation.</p> <p>Observe, Measure, Record, Compare</p> <p>DAY-TO-DAY WEATHER CHANGES IN DIFFERENT LOCATIONS AT THE SAME TIME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">Weather - day-to-day conditions of the atmosphere in an area; Weather has short-term variations<ul style="list-style-type: none">Observations and measurements including:<ul style="list-style-type: none">Air temperature (thermometer)Wind direction (wind vane)Precipitation (rain gauge)Possible examples of different locations at the same time may include:<ul style="list-style-type: none">Different cities within a stateDifferent states within a	4.8A	<p>Measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key.</p> <p>Supporting Standard</p> <p>Measure, Record</p> <p>CHANGES IN WEATHER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">Weather - day-to-day conditions of the atmosphere in an area; Weather has short-term variations<ul style="list-style-type: none">Weather conditions include<ul style="list-style-type: none">TemperatureWind speed and directionPrecipitationCloud coverUsing appropriate measurement tools<ul style="list-style-type: none">Celsius thermometersWind vanes<ul style="list-style-type: none">The wind vane points in the direction from which the		

Strand and Knowledge Statement

Strand and Knowledge Statement

SCIENCE VERTICAL ALIGNMENT DOCUMENT

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**Student
Expectation**

SCIENCE VERTICAL ALIGNMENT DOCUMENT

GRADE 3		GRADE 4		GRADE 5	
EARTH AND SPACE					
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STAAR
Readiness/Supporting

STAAR
Readiness/Supporting

SCIENCE VERTICAL ALIGNMENT DOCUMENT

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**VERB
Cognitive Rigor**

SCIENCE VERTICAL ALIGNMENT DOCUMENT

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COMPARE WEATHER CHANGES IN DIFFERENT LOCATIONS AT THE SAME TIME		CHANGES IN WEATHER		BETWEEN WEATHER AND CLIMATE	
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CONTENT

SCIENCE VERTICAL ALIGNMENT DOCUMENT

GRADE 3		GRADE 4		GRADE 5	
EARTH AND SPACE					
3.8	Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	4.8	Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	5.8	Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
3.8A	<p>Observe, measure, record and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction and precipitation.</p> <p>Observe, Measure, Record, Compare</p> <p>DAY-TO-DAY WEATHER CHANGES IN DIFFERENT LOCATIONS AT THE SAME TIME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">Weather - day-to-day conditions of the atmosphere in an area; Weather has short-term variations<ul style="list-style-type: none">Observations and measurements including:<ul style="list-style-type: none">Air temperature (thermometer)Wind direction (wind vane)Precipitation (rain gauge)Possible examples of different locations at the same time may include:<ul style="list-style-type: none">Different cities within a stateDifferent states within a	4.8A	<p>Measure and record changes in weather and make predictions, using weather maps, weather symbols, and a map key.</p> <p>Supporting Standard</p> <p>Measure, Record, Predict</p> <p>CHANGES IN WEATHER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">Weather - day-to-day conditions of the atmosphere in an area; Weather has short-term variations<ul style="list-style-type: none">Weather conditions include<ul style="list-style-type: none">TemperatureWind speed and directionPrecipitationCloud coverUsing appropriate measurement tools<ul style="list-style-type: none">Celsius thermometersWind vanes<ul style="list-style-type: none">The wind vane points in the direction from which the	5.8A	<p>Differentiate between weather and climate.</p> <p>Supporting Standard</p> <p>Differentiate</p> <p>BETWEEN WEATHER AND CLIMATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">Weather - day-to-day conditions of the atmosphere in an area; Weather has short-term variations (minutes to weeks)<ul style="list-style-type: none">Weather conditions include<ul style="list-style-type: none">TemperatureWind speed and directionPrecipitationCloud coverClimate – General pattern of weather in an area over a long period of time [10 years or more (decades)]Climate includes long term averages of<ul style="list-style-type: none">Temperature

Specificity

SCIENCE VERTICAL ALIGNMENT DOCUMENT

GRADE 3		GRADE 4		GRADE 5	
EARTH AND SPACE					
3.8	Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:	4.8	Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	5.8	Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
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Vocabulary

SCIENCE VERTICAL ALIGNMENT DOCUMENT

GRADE 3	GRADE 4	GRADE 5
<ul style="list-style-type: none"> Possible examples of comparisons may include: <ul style="list-style-type: none"> Different cities within a state Different states within a country Different regions within the world <p>Note(s):</p> <ul style="list-style-type: none"> STAAR: <ul style="list-style-type: none"> Although this student expectation is not identified as a Supporting Standard, this SE builds the foundation for the content of Supporting Standard 4.8A. 	<p>wind is blowing</p> <ul style="list-style-type: none"> Temperature Wind speed and direction Precipitation Cloud cover <p>Note(s):</p> <ul style="list-style-type: none"> STAAR: <ul style="list-style-type: none"> This is the first time students are introduced to weather maps, weather symbols, and map keys in science. 2061: By the end of 5th grade, students should know that: <ul style="list-style-type: none"> The weather is always changing and can be described by measurable quantities such as temperature, wind direction and speed, and precipitation. Large masses of air with certain properties move across the surface of the earth. The movement and interaction of these air masses is used to forecast the weather. 4B/E5** (NSES) 	<ul style="list-style-type: none"> Wind speed and direction Precipitation Cloud cover <p>Note(s):</p> <ul style="list-style-type: none"> STAAR: <ul style="list-style-type: none"> Students have had experiences with weather maps in grade 4 but will likely need more experiences with terminology and symbols used to describe weather. The difference between climate (long term averages) and weather (day-to-day) should be emphasized 2061: By the end of 5th grade, students should know that: <ul style="list-style-type: none"> The weather is always changing and can be described by measurable quantities such as temperature, wind direction and speed, and precipitation. Large masses of air with certain properties move across the surface of the earth. The movement and interaction of these air masses is used to forecast the weather. 4B/E5** (NSES)

**Notes
(vary by content)**

SCIENCE VERTICAL ALIGNMENT DOCUMENT

GRADE 3		GRADE 4		GRADE 5	
EARTH AND SPACE					
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Filling the Gaps

Vertical Alignment Documents (VADs)

Content areas:

- **Science (Ciencias K – 5)**
 - Kindergarten – Grade 2
 - Grade 3 – Grade 5
 - Grade 6 – Grade 8
- **Social Studies (Estudios Sociales K – 5)**
 - Kindergarten – Grade 3
 - Grade 4, Grade 7
 - Grade 5, Grade 8, U.S. History

Vertical Alignment Documents (VADs)

Possible Enhancement from STAAR Analysis:

- Addition of standard specificity and notes

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!



NEW

Vertical Viewer

The Vertical Viewer is designed to:

- Demonstrate the vertical alignment of the state standards (TEKS) throughout the grade levels
- Allow the user to view three grade levels at one time
- Allow the user to toggle left or right to move through the grade levels and choose which grade level is viewed “in the middle”
- Allow the user to expand or collapse student expectation specificity

Note: The TEKS Resource System™ Vertical Viewer tool utilizes the vertical alignment provided by the Texas Education Agency (TEA).



NEW

Vertical Viewer

The Vertical Viewer is designed to:

- demonstrate the vertical alignment of the state standards (TEKS) throughout the grade levels
- provide further clarity of the depth and complexity of the standards

The TEKS Resource System Vertical Viewer tool:

- utilizes the vertical alignment provided by the Texas Education Agency (TEA)

Content areas:

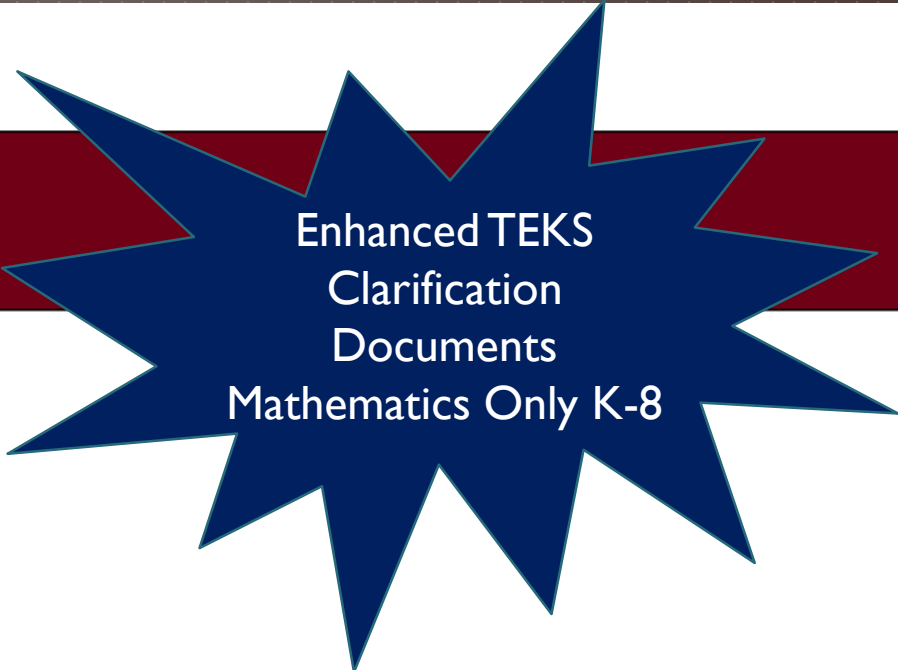

- Mathematics K – Algebra I (specificity listed for K – 8 only)
- Matemáticas (K – 5)
- (English Language Arts and Reading (K – 12)
- Spanish Language Arts and Reading (K – 5)

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!



Enhanced TEKS
Clarification
Documents
Mathematics Only K-8

Enhanced **TEKS Clarification** Document

Mathematics – Grade 3

2014 – 2015

Enhanced TEKS Clarification Documents (TCDs)

Knowledge Statement

GRADE 3

3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare numbers and relationships related to place value. The student is expected to:</i>
3.2A	<p>Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.</p> <p>Readiness Standard</p> <p>Compose, Decompose</p> <p>NUMBERS UP TO 100,000 AS A SUM OF SO MANY TEN THOUSANDS, SO MANY THOUSANDS, SO MANY HUNDREDS, SO MANY TENS, AND SO MANY ONES USING OBJECTS, PICTORIAL MODELS, AND NUMBERS, INCLUDING EXPANDED NOTATION AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Whole numbers (0 – 100,000) <ul style="list-style-type: none"> • Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time {1, 2, 3, ..., n} • Whole numbers – the set of counting (natural) numbers and zero {0, 1, 2, 3, ..., n} • Numeral – a symbol used to name a number • Digit – any numeral from 0 – 9 • Place value – the value of a digit as determined by its location in a number such as ones, tens, hundreds, one thousands, ten thousands, etc. <ul style="list-style-type: none"> • Hundred thousands place • Ten thousands place • One thousands place • Hundreds place • Tens place • Ones place • Base-10 place value system <ul style="list-style-type: none"> • A number system using ten digits 0 – 9 • Relationships between places are based on multiples of 10. <ul style="list-style-type: none"> • Moving left across the places, the values 10 times the position to the right.

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

3.2 *Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:*

3.2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation.

**Student
Expectation**

Readiness Standard

Compose, Decompose

NUMBERS UP TO 100,000 AS A SUM OF SO MANY TEN THOUSANDS, SO MANY THOUSANDS, SO MANY HUNDREDS, SO MANY TENS, AND SO MANY ONES USING OBJECTS, PICTORIAL MODELS, AND NUMBERS, INCLUDING EXPANDED NOTATION AS APPROPRIATE

Including, but not limited to:

- Whole numbers (0 – 100,000)
 - Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time $\{1, 2, 3, \dots, n\}$
 - Whole numbers – the set of counting (natural) numbers and zero $\{0, 1, 2, 3, \dots, n\}$
- Numeral – a symbol used to name a number
- Digit – any numeral from 0 – 9
- Place value – the value of a digit as determined by its location in a number such as ones, tens, hundreds, one thousands, ten thousands, etc.
 - Hundred thousands place
 - Ten thousands place
 - One thousands place
 - Hundreds place
 - Tens place
 - Ones place
- Base-10 place value system
 - A number system using ten digits 0 – 9
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Enhanced TEKS Clarification Documents (TCDs)

GRADE 3	
3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to</i>
3.2A	<p>Compose and decompose numbers up to 100,000 as a sum of so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, base ten blocks, and numbers, including expanded notation as appropriate.</p> <p>Readiness Standard</p> <p>Compose, Decompose</p> <p>NUMBERS UP TO 100,000 AS A SUM OF SO MANY TEN THOUSANDS, SO MANY THOUSANDS, SO MANY HUNDREDS, SO MANY TENS, AND SO MANY ONES USING OBJECTS, PICTORIAL MODELS, AND NUMBERS, INCLUDING EXPANDED NOTATION AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Whole numbers (0 – 100,000) <ul style="list-style-type: none"> • Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time {1, 2, 3, ..., n} • Whole numbers – the set of counting (natural) numbers and zero {0, 1, 2, 3, ..., n} • Numeral – a symbol used to name a number • Digit – any numeral from 0 – 9 • Place value – the value of a digit as determined by its location in a number such as ones, tens, hundreds, one thousands, ten thousands, etc. <ul style="list-style-type: none"> • Hundred thousands place • Ten thousands place • One thousands place • Hundreds place • Tens place • Ones place • Base-10 place value system <ul style="list-style-type: none"> • A number system using ten digits 0 – 9 • Relationships between places are based on multiples of 10. <ul style="list-style-type: none"> • Moving left across the places, the values 10 times the position to the right.

STAAR
Readiness/Supporting

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3	
3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to</i>
3.2A	<p>Compose and decompose numbers up to 100,000 as a sum of so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, base ten blocks, and expanded notation as appropriate.</p> <p><i>Readiness Standard</i></p> <p>Compose, Decompose</p> <p>NUMBERS UP TO 100,000 AS A SUM OF SO MANY THOUSANDS, SO MANY HUNDREDS, SO MANY TENS, AND SO MANY ONES USING OBJECTS, PICTORIAL MODELS, BASE TEN BLOCKS, AND EXPANDED NOTATION AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Whole numbers (0 – 100,000) <ul style="list-style-type: none"> • Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time {1, 2, 3, ..., n} • Whole numbers – the set of counting (natural) numbers and zero {0, 1, 2, 3, ..., n} • Numeral – a symbol used to name a number • Digit – any numeral from 0 – 9 • Place value – the value of a digit as determined by its location in a number such as ones, tens, hundreds, one thousands, ten thousands, etc. <ul style="list-style-type: none"> • Hundred thousands place • Ten thousands place • One thousands place • Hundreds place • Tens place • Ones place • Base-10 place value system <ul style="list-style-type: none"> • A number system using ten digits 0 – 9 • Relationships between places are based on multiples of 10. <ul style="list-style-type: none"> • Moving left across the places, the values 10 times the position to the right.

VERB
or Cognitive Rigor
(level students are
expected to
perform)

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

CONTENT
(understanding
students must
demonstrate)

3.2	<i>Number and operations. The student applies mathematical process standards to relationships related to place value. The student is expected to:</i>	<i>understand</i>
3.2A	<p>Compose and decompose numbers up to 100,000 as a sum of so many tens, and so many ones using objects, pictorial models, and numbers, including</p> <p><i>Readiness Standard</i></p> <p>Compose, Decompose</p> <p>NUMBERS UP TO 100,000 AS A SUM OF SO MANY TEN THOUSANDS, SO MANY THOUSANDS, SO MANY HUNDREDS, SO MANY TENS, AND SO MANY ONES USING OBJECTS, PICTORIAL MODELS, AND NUMBERS, INCLUDING EXPANDED NOTATION AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Whole numbers (0 – 100,000) <ul style="list-style-type: none"> • Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time {1, 2, 3, ..., n} • Whole numbers – the set of counting (natural) numbers and zero {0, 1, 2, 3, ..., n} • Numeral – a symbol used to name a number • Digit – any numeral from 0 – 9 • Place value – the value of a digit as determined by its location in a number such as ones, tens, hundreds, one thousands, ten thousands, etc. <ul style="list-style-type: none"> • Hundred thousands place • Ten thousands place • One thousands place • Hundreds place • Tens place • Ones place • Base-10 place value system <ul style="list-style-type: none"> • A number system using ten digits 0 – 9 • Relationships between places are based on multiples of 10. <ul style="list-style-type: none"> • Moving left across the places, the values 10 times the position to the right. 	<i>so many</i>

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:</i>
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**Defined Set(s)
and/or
Limitations**

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:</i>
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Vocabulary

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:</i>
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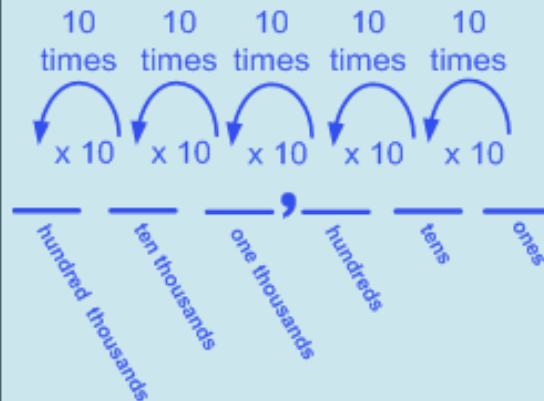


Specificity

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

- Ten thousands place
- One thousands place
- Hundreds place
- Tens place
- ~~Ones~~ place
- Base-10 place value system
 - A number system using ten digits 0 – 9
 - Relationships between places are based on multiples of 10.
 - Moving left across the places, the values 10 times the position to the right



$$\begin{aligned}1 \times 10 &= 10 \\10 \times 10 &= 100 \\100 \times 10 &= 1,000 \\1,000 \times 10 &= 10,000 \\10,000 \times 10 &= 100,000\end{aligned}$$

- The magnitude (relative size) of one hundred thousand
 - Ex: 100,000 can be represented as 10 ten thousands.
 - Ex: 100,000 can be represented as 100 one thousands.
 - Ex: 100,000 can be represented as 1,000 hundreds.
- Compose numbers – to combine parts or smaller values to form a number
- Decompose numbers – to break a number into parts or smaller values
- Objects
 - Proportional models – a visual representation that demonstrates the relative size of each place value using models with proportional dimensions, meaning the model of each place value is exactly 10 times larger than the place value model to the right (e.g., the base-10 long is exactly 10 times as big as the unit showing that one 10 is equal to ten ones)
 - Base-10 blocks for values up to 9,999 (proportional representation of the magnitude of a number with a 1-to-10 relationship)

**Graphics/
Examples**

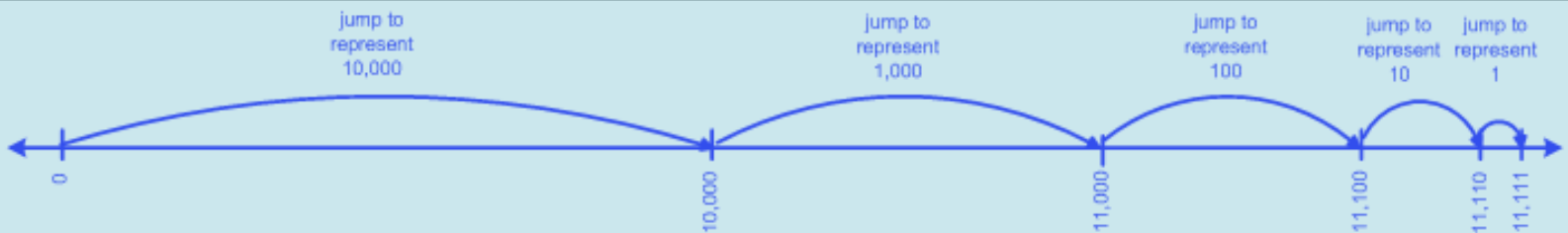
Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

Thousands Period			Units Period		
Hundred Thousands	Ten Thousands	One Thousands	Hundreds	Tens	Ones
100,000	10,000	1,000	100	10	1

**Graphics/
Examples**

- Open number line – an empty number line where tick marks are added to represent landmarks of numbers, often indicated with arcs above the number line (referred to as jumps) demonstrating approximate proportional distances



- Multiple concrete and pictorial representations
- Compositions and decompositions as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones
- Ex: Proportional base-10 blocks

How could 3,672 be decomposed as so many one thousands, so many hundreds, so many tens, and so many ones using base-10 blocks?

Sample answer:

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

- Multiple numerical representations
 - Standard notation to expanded notation in numerals and expanded notation in numerals to standard notation
 - Ex: $35,976 = 30,000 + 5,000 + 900 + 70 + 6$ or $35,976 = (3 \times 10,000) + (5 \times 1,000) + (9 \times 100) + (7 \times 10) + (6 \times 1)$
 - Ex: $30,000 + 5,000 + 900 + 70 + 6 = 35,976$ or $(3 \times 10,000) + (5 \times 1,000) + (9 \times 100) + (7 \times 10) + (6 \times 1) = 35,976$
 - Standard notation to expanded notation in words and numerals and expanded notation in words and numerals to standard notation
 - Ex: $35,976 = 3$ ten thousands, 5 one thousands, 9 hundreds, 7 tens, 6 ones
 - Ex: 3 ten thousands, 5 one thousands, 9 hundreds, 7 tens, 6 ones = 35,976
 - Standard notation to written notation and written notation to standard notation
 - Ex: $35,976 =$ thirty-five thousand, nine hundred seventy-six
 - Ex: Thirty-five thousand, nine hundred seventy-six = 35,976
 - Expanded notation in numerals to expanded notation in words and numerals and expanded notation in words and numerals to expanded notation in numerals
 - Ex: $30,000 + 5,000 + 900 + 70 + 6 = 3$ ten thousands, 5 one thousands, 9 hundreds, 7 tens, 6 ones or $(3 \times 10,000) + (5 \times 1,000) + (9 \times 100) + (7 \times 10) + (6 \times 1) = 3$ ten thousands, 5 one thousands, 9 hundreds, 7 tens, 6 ones
 - Ex: 3 ten thousands, 5 one thousands, 9 hundreds, 7 tens, 6 ones = $30,000 + 5,000 + 900 + 70 + 6$ or $(3 \times 10,000) + (5 \times 1,000) + (9 \times 100) + (7 \times 10) + (6 \times 1)$
 - Expanded notation numerals to written notation and written notation to expanded notation in numerals
 - Ex: $30,000 + 5,000 + 900 + 70 + 6 =$ thirty-five thousand, nine hundred seventy-six or $(3 \times 10,000) + (5 \times 1,000) + (9 \times 100) + (7 \times 10) + (6 \times 1) =$ thirty-five thousand, nine hundred seventy-six
 - Ex: Thirty-five thousand, nine hundred seventy-six = $30,000 + 5,000 + 900 + 70 + 6$ or thirty-five thousand, nine hundred seventy-six = $(3 \times 10,000) + (5 \times 1,000) + (9 \times 100) + (7 \times 10) + (6 \times 1)$
 - Expanded notation in words and numerals to written notation and written notation to expanded notation in words and numerals
 - Ex: 3 ten thousands, 5 one thousands, 9 hundreds, 7 tens, 6 ones = thirty-five thousand, nine hundred seventy-six
 - Ex: Thirty-five thousand, nine hundred seventy-six = 3 ten thousands, 5 one thousands, 9 hundreds, 7 tens, 6 ones
 - Expanded notation in numerals given out of place value order to standard notation or written notation
 - Ex: $900 + 6 + 5,000 + 30,000 + 70 = 35,976$ or $(9 \times 100) + (6 \times 1) + (5 \times 1,000) + (3 \times 10,000) + (7 \times 10) = 35,976$
 - Ex: $900 + 6 + 5,000 + 30,000 + 70 =$ thirty-five thousand, nine hundred seventy-six or $(9 \times 100) + (6 \times 1) + (5 \times 1,000) + (3 \times 10,000) + (7 \times 10) =$ thirty-five thousand, nine hundred seventy-six
 - Expanded notation in words and numerals given out of place value order to standard notation or written notation
 - Ex: 7 tens, 5 one thousands, 6 ones, 3 ten thousands, 9 hundreds = 35,976
 - Ex: 7 tens, 5 one thousands, 6 ones, 3 ten thousands, 9 hundreds = thirty-five thousand, nine hundred seventy-six
 - Equivalent compositions of numbers with the same value
 - Ex: $8,000 + 600 + 50 + 4 = (8 \times 1,000) + (6 \times 100) + (5 \times 10) + (4 \times 1) = 5,000 + 3,000 + 500 + 100 + 50 + 4 = (5 \times 1,000) + (3 \times 1,000) + (5 \times 100) + (1 \times 100) + (5 \times 10) + (4 \times 1) = 8,654$
 - Ex: 8 one thousands, 6 hundreds, 5 tens, 4 ones = 86 hundreds, 5 tens, 4 ones = 8,654
 - Equivalent decompositions of numbers with the same value

WOW.....
Lots of
Examples

Enhanced TEKS Clarification Documents (TCDs)

GRADE 3

Note(s):

- Grade Level(s):
 - Grade 2 used concrete and pictorial models to compose and decompose numbers up to 1,200, that is, in terms of many one thousands, hundreds, tens, and ones.
 - Grade 2 used standard, word, and expanded forms to represent numbers up to 1,200.
 - Grade 4 will represent the value of the digit in whole numbers through 1,000,000,000 and use expanded notation and numerals.
 - Grades 1 and 2 student expectations refer to expanded, standard, and word form, whereas Grade 3 refers to expanded notation.
 - Various mathematical process standards will be applied to this student expectation as appropriate.
- TxRCFP:
 - Understanding and applying place value and properties of operations to solve problems involving addition and subtraction of whole numbers within 1,000

Notes

3.2B

Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.

Supporting Standard

Describe

THE MATHEMATICAL RELATIONSHIPS FOUND IN THE BASE-10 PLACE VALUE SYSTEM THROUGH THE HUNDRED THOUSANDS PLACE

Including, but not limited to:

- Place value – the value of a digit as determined by its location in a number, such as ones, tens, hundreds, one thousands, ten thousands, etc.
 - Hundred thousands place
 - Ten thousands place
 - One thousands place
 - Hundreds place
 - Tens place
 - Ones place
- Base-10 place value system
 - A number system using ten digits 0 – 9
 - Relationships between places are based on multiples of 10.
 - Moving left across the places, the values are 10 times the position to the right.

TEKS Clarification Documents (TCDs)

Enhanced TEKS Clarification Documents

In Summary:

- Single grade level scope outlining expectations
- Standards are sequentially ordered
- Readiness and Supporting standards highlighted
- Rigor/Content breakout
- Specificity for clarity
- Vocabulary with definitions
- Examples with specificity
- NEW Enhanced TCDs for K – 8 Mathematics have lots of examples!

TEKS Clarification Documents (TCDs)

TCDs:

- **Mathematics**

- Algebra I, Algebra II, Geometry, Mathematical Models with Applications, Precalculus

- **Science**

- Integrated Physics and Chemistry, Biology, Chemistry, Physics, Environmental Systems

- **Social Studies (Estudios Sociales* K-5)**

- Kindergarten through Grade 8, World Geography, World History, U.S. History, Economics, Government

Enhanced TCDs:

- Mathematics (Kindergarten through Grade 8)
- Matemáticas* (K through Grade 5)

*Spanish translations of standards only

TEKS Clarification Documents (TCDs)

Enhanced TEKS Clarification Documents

Possible Enhancement from STAAR Analysis:

- Addition of standard specificity and notes

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!

VERTICAL ALIGNMENT DOCUMENT & TEKS CLARIFICATION DOCUMENT TURN AND TALK

Complete the following sentence stems:

1. Studying the VAD across grade levels is beneficial because _____.
2. Studying the TCD is beneficial because _____.

TAKE 5 STEPS

- ▶ Stand up!
- ▶ Take 5 steps and make a group of 2-3 and share your completed stems.

TCMPC TEKS Resource System™ Component Chart

Texas Curriculum Management Program Cooperative – TEKS Resource System™



State Standards		Curriculum		Assessment	Technology
Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) & TEKS Clarification Document (TCD)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessments & Sample Unit Assessment Items	TEKS Resource System Website
<ul style="list-style-type: none"> Approved and updated by the State Board of Education (SBOE) Defines what students in Texas should know and be able to do for each grade level/course Supported by Texas Education Agency (TEA) 	Scope: <ul style="list-style-type: none"> Outlines what is taught (TEKS) for each grade level/course Defines the rigor and content of the TEKS Includes the TEKS specificity (examples/details) Highlights Readiness and Supporting Standards Targets expectations (TEKS) within and across grade levels/courses 	Sequence: <ul style="list-style-type: none"> Groups (bundles) the TEKS into curricular units Includes a suggested sequence and duration for each unit Offers a sequence that ensures all TEKS are addressed within the year and STAAR-assessed standards (TEKS) are presented prior to the state assessment 	<ul style="list-style-type: none"> Bridges curriculum, assessment, and instruction Explains the details of each curricular unit including: <ul style="list-style-type: none"> An overview Performance Assessments Concepts, understandings, and vocabulary Targeted specificity 	Performance Assessments <ul style="list-style-type: none"> Offers evidence of student progression toward and/or attainment of identified TEKS Sample Unit Assessment Items <ul style="list-style-type: none"> Provides a collection of selected- and constructed-response items that assess unit-specified TEKS 	<ul style="list-style-type: none"> Provides online delivery and district management of VADs/TCDs, YAGs, TVDs, IFDs, and Sample Unit Assessment Items Allows districts to efficiently access, customize, and/or create curriculum and assessment components Provides a district-managed platform that includes: <ul style="list-style-type: none"> Bookmarking, quick search, and calendar features Teacher Website Builder and Design Templates Assessment Builder Administrator Walkthrough Tool District-level communication and resource sharing
Teachers use the TEKS to: <ul style="list-style-type: none"> Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) 	Teachers use the VADs & TCDs to: <ul style="list-style-type: none"> Clarify grade level/course expectations Understand the vertical depth and complexity of the TEKS within and across grade levels/courses Assess potential gaps in students' understanding and plan for appropriate intervention 	Teachers use the YAGs & TVDs to: <ul style="list-style-type: none"> View the TEKS taught within the year in a single snapshot Organize and plan long-term high-quality instruction Work with peers to share and allocate instructional resources Pace instruction and customize sequencing as appropriate Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment 	Teachers use the IFDs to: <ul style="list-style-type: none"> Determine what content should be taught in each grading period Organize and plan medium- to short-term high-quality instruction Select instructional resources and materials that are aligned with the specified TEKS Maintain focus on the TEKS while planning and implementing instruction 	Teachers use the assessment components to: <ul style="list-style-type: none"> Determine student progression toward and/or attainment of identified TEKS Determine the ability of students to apply the learning in a new context Determine which students need intervention and accelerated instruction 	Teachers use the technology tools to: <ul style="list-style-type: none"> Access TEKS Resource System and district-customized components Create district/individual instructional calendars, teacher websites, and assessments Provide and receive feedback regarding system components
District Implementation Plan					
Required by Law <ul style="list-style-type: none"> Texas Administrative Code Texas Education Code 	Local Decision based on student needs and district goals				

Year at a Glance (YAG)

- Provides a “snapshot” view of the year in either 6- or 9-week format
- Provides a recommended order and bundling of required standards into units of instruction
- Allows for flexibility and adjustment at the district or campus level (reconciliation with local school calendars)

Year at a Glance (YAG)

YAG/District Calendar Reconciliation:

- A standard 6-week period for most districts includes approximately **30** school days.
- TEKS Resource System™ YAGs in 6-week format generally cover about 20-25 suggested days of instruction.
- The sequence intentionally allows for field trips, testing days, re-teaching, assemblies, etc.
- Knowing the number of true instructional days in each grading period allows educators to thoughtfully plan and pace instruction
- The suggested days per unit includes time for Performance Indicators*

*Districts/campuses would need to reconcile additional time/days per grading period for use of sample unit assessments (selected items).

First Semester	Second Semester
1st Six Weeks	4th Six Weeks
<p><u>Unit 01: Traveling Through World Literature (23 days for the entire unit)</u> E2.1A, E2.1B, E2.1C, E2.1D, E2.1E, E2.2A, E2.2B, E2.2C, E2.5A, E2.5B, E2.5C, E2.5D, E2.6A, E2.7A, E2.12A, E2.12D, E2.13A, E2.13B, E2.13C, E2.13D, E2.13E, E2.14A, E2.15C.i, E2.15C.ii, E2.15C.iii, E2.17A.i, E2.17A.ii, E2.17C, E2.18A, E2.18B.i, E2.18B.ii, E2.19A, E2.26A, E2.Fig19A, E2.Fig19B</p>	<p><u>Unit 04: Purposeful Persuasion (21 days for the entire unit)</u> E2.1A, E2.1B, E2.6A, E2.8A, E2.9A, E2.9B, E2.9C, E2.10A, E2.10B, E2.12A, E2.12B, E2.12C, E2.12D, E2.13B, E2.13C, E2.15D, E2.16A, E2.16B, E2.16C, E2.16D, E2.16E, E2.16F, E2.17B, E2.21B, E2.21C, E2.22B, E2.24C, E2.25A, E2.Fig19A, E2.Fig19B</p>
2nd Six Weeks	5th Six Weeks
<p><u>Unit 02A: Analyzing Poetic Structure (12 days for the entire unit)</u> E2.1A, E2.1B, E2.1C, E2.1D, E2.2A, E2.2C, E2.3A, E2.7A, E2.13A, E2.13B, E2.13C, E2.13D, E2.14B, E2.15C.i, E2.15C.ii, E2.15C.iii, E2.Fig19A, E2.Fig19B</p> <p><u>Unit 02B: Deeper Analysis Through Drama (12 days for the entire unit)</u> E2.1A, E2.1B, E2.1C, E2.2A, E2.2B, E2.2C, E2.4A, E2.5A, E2.7A, E2.12A, E2.12D, E2.13A, E2.13B, E2.13C, E2.13D, E2.14C, E2.24A, E2.Fig19A, E2.Fig19B</p>	<p><u>Unit 05A: Connecting Genres (11 days for the entire unit)</u> E2.2A, E2.2B, E2.3A, E2.5A, E2.5C, E2.7A, E2.8A, E2.9A, E2.9C, E2.9D, E2.13C, E2.15A.i, E2.15A.ii, E2.15A.iii, E2.15A.iv, E2.15A.v, E2.15A.vi, E2.Fig19A, E2.Fig19B</p> <p><u>Unit 05B: College and Career Connections (11 days for the entire unit)</u> E2.8A, E2.9A, E2.9C, E2.11A, E2.11B, E2.15B.i, E2.15B.ii, E2.15B.iii, E2.21B, E2.24B, E2.Fig19B</p>
3rd Six Weeks	6th Six Weeks
<p><u>Unit 03: Analyzing Informational Text (20 days for the entire unit)</u> E2.1A, E2.1B, E2.1C, E2.8A, E2.9A, E2.9B, E2.9C, E2.9D, E2.11A, E2.11B, E2.12A, E2.12D, E2.13A, E2.13B, E2.13C, E2.15A.i, E2.15A.ii, E2.15A.iii, E2.15A.iv, E2.15A.v, E2.15A.vi, E2.15C.i, E2.15C.ii, E2.15C.iii, E2.17A.ii, E2.17A.iii, E2.17C, E2.18B.i, E2.18B.iii, E2.21B, E2.21C, E2.24B, E2.Fig19A, E2.Fig19B</p>	<p><u>Unit 06: Marshaling Evidence (20 days for the entire unit)</u> E2.20A, E2.20B, E2.21A, E2.21B, E2.21C, E2.22A, E2.22B, E2.22C, E2.23A, E2.23B, E2.23C, E2.23D, E2.23E, E2.25A, E2.Fig19B</p>

Science Grade 3 YAG – 9 weeks

First Semester	Second Semester
1st Nine Weeks	3rd Nine Weeks
<p><u>Unit 01: Investigating Properties of Matter (23 days for the entire unit)</u> 3.1A, 3.2B, 3.2C, 3.2D, 3.2E, 3.2F, 3.3A, 3.3B, 3.4A, 3.4B, 3.5A, 3.5B, 3.5D</p> <p><u>Unit 02: Investigating Matter and Change (10 days for the entire unit)</u> 3.2B, 3.2C, 3.2F, 3.3A, 3.4A, 3.5A, 3.5B, 3.5C, 3.8B</p> <p><u>Unit 03: Investigating Weather (5 days for the entire unit)</u> 3.2B, 3.2C, 3.2D, 3.2E, 3.2F, 3.3D, 3.4A, 3.5A, 3.8A</p>	<p><u>Unit 05: Investigating the Natural World (25 days for the entire unit)</u> 3.1B, 3.2A, 3.2F, 3.3C, 3.3D, 3.4A, 3.7A, 3.7B, 3.7C, 3.7D</p> <p><u>Unit 06: Investigating the Solar System (20 days for the entire unit)</u> 3.2F, 3.3C, 3.3D, 3.4A, 3.8B, 3.8C, 3.8D</p> <p><u>Unit 07: Investigating Characteristics of Living Things (13 days for the entire unit)</u> 3.2F, 3.4A, 3.10B, 3.10C</p>
2nd Nine Weeks	4th Nine Weeks
<p><u>Unit 04: Investigating Force, Motion, and Energy (15 days for the entire unit)</u> 3.2E, 3.2F, 3.3A, 3.4A, 3.6A, 3.6B, 3.6C</p> <p><u>Unit 05: Investigating the Natural World (25 days for the entire unit)</u> 3.1B, 3.2A, 3.2F, 3.3C, 3.3D, 3.4A, 3.7A, 3.7B, 3.7C, 3.7D</p>	<p><u>Unit 07: Investigating Characteristics of Living Things (13 days for the entire unit)</u> 3.2F, 3.4A, 3.10B, 3.10C</p> <p><u>Unit 08: Investigating Structures and Functions of Organisms (12 days for the entire unit)</u> 3.1A, 3.2C, 3.2F, 3.4A, 3.10A, 3.10C</p> <p><u>Unit 09: Investigating Ecosystems (22 days for the entire unit)</u> 3.2A, 3.2F, 3.4A, 3.9A, 3.9B, 3.9C</p>

Year at a Glance (YAG)

Hover-over feature on YAG Standards (TEKS)

Year at a Glance	
English II YAG – 6 weeks	
First Semester	Second Semester
1st Six Weeks	4th Six Weeks
<u>Unit 01: Traveling Through World Literature (23 days for the entire unit)</u> E2.1A, E2.1B, E2.1C, E2.1D, E2.1E, E2.2A, E2.2B, E2.2C, E2.5A, E2.5B, E2.5C, E2.5D, E2.6A, E2.7A, E2.12A, E2.12D, E2.13A, E2.13B, E2.13C, E2.13D, E2.13E, E2.14A, E2.15C.i, E2.15C.ii, E2.15C.iii, E2.17A.i, E2.18B.i, E2.18B.ii, E2.19A, E2.26	<u>Unit 04: Purposeful Persuasion (21 days for the entire unit)</u> E2.1A, E2.1B, E2.6A, E2.8A, E2.9A, E2.9B, E2.9C, E2.10A, E2.10B, E2.12A, E2.12B, E2.12C, E2.12D, E2.13B, E2.13C, E2.15D, E2.16A, E2.16B, E2.16C, E2.16D, E2.16E, E2.16F, E2.24C, E2.25A, E2.Fig19A,
Evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	

Year at a Glance (YAG)

Possible Enhancements from STAAR Analysis:

- Removal/Inclusion of standards within units
- Revisions to duration or sequence of units

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!

TCMPC TEKS Resource System™ Component Chart

Texas Curriculum Management Program Cooperative – TEKS Resource System™



State Standards		Curriculum		Assessment	Technology
Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) & TEKS Clarification Document (TCD)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessments & Sample Unit Assessment Items	TEKS Resource System Website
<ul style="list-style-type: none"> Approved and updated by the State Board of Education (SBOE) Defines what students in Texas should know and be able to do for each grade level/course Supported by Texas Education Agency (TEA) 	Scope: <ul style="list-style-type: none"> Outlines what is taught (TEKS) for each grade level/course Defines the rigor and content of the TEKS Includes the TEKS specificity (examples/details) Highlights Readiness and Supporting Standards Targets expectations (TEKS) within and across grade levels/courses 	Sequence: <ul style="list-style-type: none"> Groups (bundles) the TEKS into curricular units Includes a suggested sequence and duration for each unit Offers a sequence that ensures all TEKS are addressed within the year and STAAR-assessed standards (TEKS) are presented prior to the state assessment 	<ul style="list-style-type: none"> Bridges curriculum, assessment, and instruction Explains the details of each curricular unit including: <ul style="list-style-type: none"> An overview Performance Assessments Concepts, understandings, and vocabulary Targeted specificity 	Performance Assessments <ul style="list-style-type: none"> Offers evidence of student progression toward and/or attainment of identified TEKS Sample Unit Assessment Items <ul style="list-style-type: none"> Provides a collection of selected- and constructed-response items that assess unit-specified TEKS 	<ul style="list-style-type: none"> Provides online delivery and district management of VADs/TCDs, YAGs, TVDs, IFDs, and Sample Unit Assessment Items Allows districts to efficiently access, customize, and/or create curriculum and assessment components Provides a district-managed platform that includes: <ul style="list-style-type: none"> Bookmarking, quick search, and calendar features Teacher Website Builder and Design Templates Assessment Builder Administrator Walkthrough Tool District-level communication and resource sharing
Teachers use the TEKS to: <ul style="list-style-type: none"> Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) 	Teachers use the VADs & TCDs to: <ul style="list-style-type: none"> Clarify grade level/course expectations Understand the vertical depth and complexity of the TEKS within and across grade levels/courses Assess potential gaps in students' understanding and plan for appropriate intervention 	Teachers use the YAGs & TVDs to: <ul style="list-style-type: none"> View the TEKS taught within the year in a single snapshot Organize and plan long-term high-quality instruction Work with peers to share and allocate instructional resources Pace instruction and customize sequencing as appropriate Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment 	Teachers use the IFDs to: <ul style="list-style-type: none"> Determine what content should be taught in each grading period Organize and plan medium- to short-term high-quality instruction Select instructional resources and materials that are aligned with the specified TEKS Maintain focus on the TEKS while planning and implementing instruction 	Teachers use the assessment components to: <ul style="list-style-type: none"> Determine student progression toward and/or attainment of identified TEKS Determine the ability of students to apply the learning in a new context Determine which students need intervention and accelerated instruction 	Teachers use the technology tools to: <ul style="list-style-type: none"> Access TEKS Resource System and district-customized components Create district/individual instructional calendars, teacher websites, and assessments Provide and receive feedback regarding system components
District Implementation Plan					
Required by Law <ul style="list-style-type: none"> Texas Administrative Code Texas Education Code 		Local Decision based on student needs and district goals			

TEKS Verification Document (TVD)

- Verifies that all of the required state standards (TEKS) are fully accounted for during the school year
- Ensures that all tested standards are taught prior to any applicable state assessment
- Provides a visual model for TEKS coverage over one or more grading periods
- Available in either 6- or 9-week format

TEKS Verification Document (TVD)

TEKS Strand +
K & S Statement

E2.6 - Reading/Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:

	1st 9Wks		2nd 9Wks		3rd 9Wks		4th 9Wks	
	1	2A	2B		4	5A	5B	6
E2.6A - Evaluate the role of syntax and diction and the effect of voice, tone, and imagery in a speech, literary essay, or other forms of literary nonfiction. <i>Supporting Standard</i>						O		

O = Ongoing

E2.7 - Reading/Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's use of sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

	1st 9Wks		2nd 9Wks		3rd 9Wks		4th 9Wks	
	1	2A	2B	3	4	5A	5B	6
E2.7A - Explain the function of sensory language in literary text. <i>Supporting Standard</i>	T	T	T			T	O	O

T = Direct Teach

SE

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!

THE YEAR AT A GLANCE AND TEKS VERIFICATION DOCUMENT TURN AND TALK

Complete the following:

1. The YAG = _____

2. The TVD = _____

TURN AND TALK



- ▶ Partner up with someone at your table
- ▶ The person whose first name starts closest to A goes first
- ▶ Partner 1: *Share what you wrote about the YAG*
- ▶ Partner 2: *Share what you wrote about the TVD*

TCMPC TEKS Resource System™ Component Chart

Texas Curriculum Management Program Cooperative – TEKS Resource System™



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Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) & TEKS Clarification Document (TCD)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessments & Sample Unit Assessment Items	TEKS Resource System Website
<ul style="list-style-type: none"> Approved and updated by the State Board of Education (SBOE) Defines what students in Texas should know and be able to do for each grade level/course Supported by Texas Education Agency (TEA) 	Scope: <ul style="list-style-type: none"> Outlines what is taught (TEKS) for each grade level/course Defines the rigor and content of the TEKS Includes the TEKS specificity (examples/details) Highlights Readiness and Supporting Standards Targets expectations (TEKS) within and across grade levels/courses 	Sequence: <ul style="list-style-type: none"> Groups (bundles) the TEKS into curricular units Includes a suggested sequence and duration for each unit Offers a sequence that ensures all TEKS are addressed within the year and STAAR-assessed standards (TEKS) are presented prior to the state assessment 	<ul style="list-style-type: none"> Bridges curriculum, assessment, and instruction Explains the details of each curricular unit including: <ul style="list-style-type: none"> An overview Performance Assessments Concepts, understandings, and vocabulary Targeted specificity 	Performance Assessments <ul style="list-style-type: none"> Offers evidence of student progression toward and/or attainment of identified TEKS Sample Unit Assessment Items <ul style="list-style-type: none"> Provides a collection of selected- and constructed-response items that assess unit-specified TEKS 	<ul style="list-style-type: none"> Provides online delivery and district management of VADs/TCDs, YAGs, TVDs, IFDs, and Sample Unit Assessment Items Allows districts to efficiently access, customize, and/or create curriculum and assessment components Provides a district-managed platform that includes: <ul style="list-style-type: none"> Bookmarking, quick search, and calendar features Teacher Website Builder and Design Templates Assessment Builder Administrator Walkthrough Tool District-level communication and resource sharing
Teachers use the TEKS to: <ul style="list-style-type: none"> Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) 	Teachers use the VADs & TCDs to: <ul style="list-style-type: none"> Clarify grade level/course expectations Understand the vertical depth and complexity of the TEKS within and across grade levels/courses Assess potential gaps in students' understanding and plan for appropriate intervention 	Teachers use the YAGs & TVDs to: <ul style="list-style-type: none"> View the TEKS taught within the year in a single snapshot Organize and plan long-term high-quality instruction Work with peers to share and allocate instructional resources Pace instruction and customize sequencing as appropriate Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment 	Teachers use the IFDs to: <ul style="list-style-type: none"> Determine what content should be taught in each grading period Organize and plan medium- to short-term high-quality instruction Select instructional resources and materials that are aligned with the specified TEKS Maintain focus on the TEKS while planning and implementing instruction 	Teachers use the assessment components to: <ul style="list-style-type: none"> Determine student progression toward and/or attainment of identified TEKS Determine the ability of students to apply the learning in a new context Determine which students need intervention and accelerated instruction 	Teachers use the technology tools to: <ul style="list-style-type: none"> Access TEKS Resource System and district-customized components Create district/individual instructional calendars, teacher websites, and assessments Provide and receive feedback regarding system components
District Implementation Plan					
Required by Law <ul style="list-style-type: none"> Texas Administrative Code Texas Education Code 	Local Decision based on student needs and district goals				

Instructional Focus Document (IFD)

Teacher document designed to provide:

- Further insight of the purpose and intent of the unit's bundled standards
- Expectation of student understanding through the Unit Overview, PI, Overarching and Unit Understandings, Overarching and Unit Concepts, Unit Vocabulary, and targeted Specificity
- Insight into possible Misconceptions and Underdeveloped Concepts

The Instructional Focus Document is considered the bridge connecting standards, instruction, and assessment.

Unit Title

Suggested Number of Days

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

UNIT OVERVIEW

This unit bundles student expectations that address composing and decomposing numbers up to 100,000, identifying base-10 relationships through the hundred thousands place, and comparing and ordering these numbers. According to the Texas Education Agency, mathematical process standards including application, tools and techniques, communication, representations, relationships, and justifications should be integrated (when applicable) with content knowledge and skills so that students are prepared to use mathematics in everyday life, society, and the workplace.

Prior to this unit, in Grade 2, students used concrete objects and pictorial models to compose and decompose numbers up to 1,200. They represented these numbers using standard form, word form, expanded form, and comparative language, including symbols.

During this unit, students extend their understanding of the thousands period to include the ten thousands and hundred thousands places. Students compose and decompose numbers through 100,000 as so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using concrete objects (e.g., proportional objects such as base-10 blocks, non-proportional objects such as place value disks, etc.), pictorial models (e.g., base-10 representations with place value charts, place value disk representations with place value charts, open number lines, etc.), and numerical representations (e.g., expanded notation, written notation, standard notation, etc.). While examining the magnitude of 100,000, students begin to describe the mathematical relationship between the digits in a number, such as the value of each place-value position is 10 times the position to the right. Students continue to build their understanding of the base-10 place value system using multiples of ten and equivalent compositions and decompositions of numbers of the same value. Students also compare and order whole numbers up to 100,000 and represent the comparisons using words and symbols. Ordering three or more numbers may include situations involving quantifying descriptors to specify ordering greatest to least or least to greatest and may involve the location of the numbers on a number line.

After this unit, in Grade 3, students will further examine the role of 10 in the base-10 place value system when rounding to the nearest 10 or 100 to estimate solutions in addition and subtraction. In Grade 4, students will further extend their understanding of place value up to 1,000,000,000 as well as incorporate decimal understanding through the hundredths place. Students will further generalize the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.

In Grade 3, number representations and the comparison of whole numbers are identified as STAAR Readiness Standards 3.2A and 3.2D, and mathematical relationships found in the base-10 place value system is identified as a STAAR Supporting Standard 3.2B. All of these standards are subsumed under the Grade 3 STAAR Reporting Category Numerical Representations and Relationships and the Grade 3 *Texas Response to Curriculum Focal Points* (TxRCFP): Understanding and applying place value and properties of operations to solve problems involving addition and subtraction of whole numbers within 1,000. This unit is supporting the development of the *Texas College and Career Readiness Standards* (TxCCRS): I. Numeric Reasoning and IX. Communication and Representation.

According to Van De Walle (2004), "For children to have good concepts of numbers beyond 1,000, the conceptual ideas that have been carefully developed must be extended. This is sometimes difficult to do because physical models for thousands are not commonly available. At the same time, number sense ideas must also be developed. In many ways, it is these informal ideas about very large numbers that are the most important" (p. 195). The National Council of Teachers of Mathematics (2006) recognized the need

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

UNIT OVERVIEW

Focus of Unit

This unit bundles student expectations that address composing and decomposing numbers up to 100,000, identifying base-10 relationships through the hundred thousands place, and comparing and ordering these numbers. According to the Texas Education Agency, mathematical process standards including application, tools and techniques, communication, representations, relationships, and justifications should be integrated (when applicable) with content knowledge and skills so that students are prepared to use mathematics in everyday life, society, and the workplace.

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This unit bundles student expectations that address composing and decomposing numbers up to 100,000, identifying base-10 relationships through the hundred thousands place, and comparing and ordering these numbers. According to the Texas Education Agency, mathematical process standards including application, tools and techniques, communication, representations, and reasoning are integrated throughout the unit so that students are prepared to use mathematics in everyday life, social contexts, and the workplace.

Before, During, After Instruction

Prior to this unit, in Grade 2, students used concrete objects and pictorial models to compose and decompose numbers up to 1,200. They represented these numbers using standard form, word form, expanded form, and comparative language, including symbols.

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After this unit, in Grade 3, students use addition and subtraction. In Grade 4, students use the hundredths place. Students work with fractions left.

Additional pertinent information as well as references such as Readiness/Supporting, TxCRFP, CCRS, etc.

10 or 100 to estimate solutions in
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According to research...

According to Van De Walle (2004), "For children to have good concepts of numbers beyond 1,000, the conceptual ideas that have been carefully developed must be extended. This is sometimes difficult to do because physical models for thousands are not commonly available. At the same time, number sense ideas must also be developed. In many ways, it is these informal ideas about very large numbers that are the most important" (p. 195). The National Council of Teachers of Mathematics (2006) recognized the need

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

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for relating large numbers to the real world. Van De Walle also suggested, “Really big’ numbers are best understood in terms of familiar real-world referents. It is difficult to conceptualize quantities as large as 1,000 or more. However the number of people that will fill the local sports arenas is, for example, a meaningful concept for those who have experienced that crowd” (p. 178).

National Council of Teachers of Mathematics, Inc.
Texas Education Agency & Texas Education Agency
<http://www.thecb.state.tx.us/c>
Texas Education Agency. (2010).
<http://projectshare.texas.org/re>
Van de Walle, J., Karp, K., &

National Council of Teachers of Mathematics, Inc.
received from
from
n, MA: Pearson Education, Inc.

Understandings are generalized statements that move beyond the specifics of a unit or topic and encompass big ideas and overarching concepts...the “Why” of learning.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

Numbers are used in everyday life.

- What are numbers and how are numbers used in everyday life?
- How and why do different situations or labels affect the relative size (magnitude) of the number?

The base-10 place value system is an efficient way to represent numbers and numeric relationships.

- Why is the base-10 place value system an efficient way to represent numbers?
- Why is it important to understand the value of numbers?
- What relationships exist within our number system and how are they used?
- How are numbers, large or small, represented and communicated using the base-10 place value system?

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
	Numeric Reasoning	A number can vary in representation as long as the total value of each

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

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National Council of Teachers of Mathematics. (2006). *Focus in grade 2: Teaching with curriculum focal points*. Reston, VA: National Council of Teachers of Mathematics, Inc.
Texas Education Agency & Texas Higher Education Coordinating Board. (2009). *Texas college and career readiness standards*. Retrieved from

<http://www.thecb.state.tx.us/collegereadiness/crs.pdf>

Texas Education Agency. (2013). *Grade 3 Mathematics Curriculum*. Austin, TX: Texas Education Agency.

<http://projectshare.texas.gov/resources>

Van de Walle, J., Karp, K., & B

MA: Pearson Education, Inc.

Overarching Questions are open-ended and frame the big idea and concepts.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

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PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
	Numeric Reasoning	A number can vary in representation as long as the total value of each

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<p>Mathematics Grade 3 Unit 01 PA 01</p> <p>Analyze the situation(s) described below. Organize and record your work for each of the following tasks. Using precise mathematical language, justify and explain each mathematical process.</p> <p>1) Parkville Bank was counting their reserve money in the vault. The bank's president and chief executive officer individually counted the money and agreed the balance was \$97,685.</p> <p>a) Both the bank president and chief executive officer used expanded notation to represent the balance. However, their expanded representations were different. What are two possible representations that the president and the chief executive officer could have used to record the balance \$97,685? In words, describe why it is possible for their recordings to be different but the total value to be the same.</p> <p>b) If Rosewood Bank keeps \$98,324 in their vault and Whisper Hills Bank keeps \$98,762 in their vault, list the three banks by name from greatest to least amount of money in their vault.</p> <p>c) Describe, using words and symbols, the amount of money in the vault at Parkville Bank compared to the amount of money in the vault at Rosewood Bank.</p>	<ul style="list-style-type: none"> Base-10 Place Value System Comparison Comparison Symbols Multiple Representations Numerical Patterns Order Standard/Expanded/Written Notation 	<p>representation remains unchanged (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> What are some ways a number can be represented? Why can a number vary in representation but the value of the number stay the same? (<i>e.g., Why do 94 one thousands, 6 hundreds, 32 ones represent the same value as 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones?</i>) <p>Numbers can be composed or decomposed in multiple ways to represent part-whole relationships (<i>whole numbers up to 100,000</i>).</p>
	<ul style="list-style-type: none"> Application Communication Justification Relationships Representations Tools and Techniques 	<p>A quantity in context is represented by a numeric value and a defining label (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> How can the same number with different labels represent a small quantity in one context and a large quantity in another context? (<i>e.g., Why is the number 94,632 small when referring to pennies but large when referring to dollars?</i>) <p>The base-10 place value system is based on the relationship where</p>

The Performance Assessment is an assessment of bundled standards blending content knowledge, process skills, and student performance that demonstrates learning in order to reflect the rigor of state standards.

Performance Assessment rubrics will be located above the associated Performance Assessment.

Note: Performance Assessment rubrics are scheduled for release in the 2015-16 school year

SUGGESTED DURATION : 8 days

Mathematics Grade 3 Unit 01 PA 01

Analyze the situation(s) described below. Organize and record your work for each of the following tasks. Using precise mathematical language, justify and explain each mathematical process.

1) Parkville Bank was counting their reserve money in the vault. The bank's president and chief executive officer individually counted the money and agreed the balance was \$97,685.

- Both the bank president and chief executive officer used expanded notation to represent the balance. However, their expanded representations were different. What are two possible representations that the president and the chief executive officer could have used to record the balance \$97,685? In words, describe why it is possible for their recordings to be different but the total value to be the same.
- If Rosewood Bank keeps \$98,324 in their vault and Whisper Hills Bank keeps \$98,762 in their vault, list the three banks by name from greatest to least amount of money in their vault.
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- Base-10 Place Value System
- Comparison
- Comparison Symbols
- Multiple Representations
- Numerical Patterns
- Order
- Standard/Expanded/Written Notation
- Whole Numbers

Algebraic Reasoning

- Composition/ Decomposition of Numbers
- Equivalence

Associated Mathematical Processes

- Application
- Communication
- Justification
- Relationships
- Representations
- Tools and Techniques

UNIT UNDERSTANDINGS

representation remains unchanged (*whole numbers up to 100,000*).

- What are some ways a number can be represented?
- Why can a number vary in representation but the value of the number stay the same? (*e.g., Why do 94 one thousands, 6 hundreds, 32 ones represent the same value as 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones?*)

Numbers can be composed or decomposed in multiple ways to represent part-whole relationships (*whole numbers up to 100,000*).

- What part-whole relationship exists when a number is composed or decomposed? (*e.g., What relationship can be described when 94,632 is broken into so many ten thousands, so many one thousands, so many hundreds, so many tens, and so many ones? What relationship can be described when 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones is composed to form a number?*)

A quantity in context is represented by a numeric value and a defining label (*whole numbers up to 100,000*).

- How can the same number with different labels represent a small quantity in one context and a large quantity in another context? (*e.g., Why is the number 94,632 small when referring to pennies but large when referring to dollars?*)

The base-10 place value system is based on the relationship where

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

DURATION : 8 days

Overarching Concepts organize the big ideas.

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<p>Mathematics Grade 3 Unit 01 PA 01</p> <p>Analyze the situation(s) described below. Organize and record your work for each of the following tasks. Using precise mathematical language, justify and explain each mathematical process.</p> <p>1) Parkville Bank was counting their reserve money in the vault. The bank's president and chief executive officer individually counted the money and agreed the balance was \$97,685.</p> <p>a) Both the bank president and chief executive officer used expanded notation to represent the balance. However, their expanded representations were different. What are two possible representations that the president and the chief executive officer could have used to record the balance \$97,685? In words, describe why it is possible for their recordings to be different but the total value to be the same.</p> <p>b) If Rosewood Bank keeps \$98,324 in their vault and Whisper Hills Bank keeps \$98,762 in their vault, list the three banks by name from greatest to least amount of money in their vault.</p> <p>c) Describe, using words and symbols, the amount of money in the vault at Parkville Bank compared to the amount of money in the vault at Rosewood Bank.</p>	<ul style="list-style-type: none"> Base-10 Place Value System Comparison Comparison Symbols Multiple Representations Numerical Patterns Order Standard/Expanded/Written Notation Whole Numbers <p style="background-color: #ADD8E6; text-align: center;">Algebraic Reasoning</p> <ul style="list-style-type: none"> Composition/ Decomposition of Numbers Equivalence <p style="text-align: center;"><u>Associated Mathematical Processes</u></p> <ul style="list-style-type: none"> Application Communication Justification Relationships Representations Tools and Techniques 	<p>representation remains unchanged (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> What are some ways a number can be represented? Why can a number vary in representation but the value of the number stay the same? (<i>e.g., Why do 94 one thousands, 6 hundreds, 32 ones represent the same value as 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones?</i>) <p>Numbers can be composed or decomposed in multiple ways to represent part-whole relationships (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> What part-whole relationship exists when a number is composed or decomposed? (<i>e.g., What relationship can be described when 94,632 is broken into so many ten thousands, so many one thousands, so many hundreds, so many tens, and so many ones? What relationship can be described when 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones is composed to form a number?</i>) <p>A quantity in context is represented by a numeric value and a defining label (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> How can the same number with different labels represent a small quantity in one context and a large quantity in another context? (<i>e.g., Why is the number 94,632 small when referring to pennies but large when referring to dollars?</i>) <p>The base-10 place value system is based on the relationship where</p>

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

Unit Concepts align to student expectations and generalize the content within the unit.

PERFORMANCE ASSESSMENT		UNDERSTANDINGS
<p>Mathematics Grade 3 Unit 01 PA 01</p> <p>Analyze the situation(s) described below. Organize and record your work for each of the following tasks. Using precise mathematical language, justify and explain each mathematical process.</p> <p>1) Parkville Bank was counting their reserve money in the vault. The bank's president and chief executive officer individually counted the money and agreed the balance was \$97,685.</p> <p>a) Both the bank president and chief executive officer used expanded notation to represent the balance. However, their expanded representations were different. What are two possible representations that the president and the chief executive officer could have used to record the balance \$97,685? In words, describe why it is possible for their recordings to be different but the total value to be the same.</p> <p>b) If Rosewood Bank keeps \$98,324 in their vault and Whisper Hills Bank keeps \$98,762 in their vault, list the three banks by name from greatest to least amount of money in their vault.</p> <p>c) Describe, using words and symbols, the amount of money in the vault at Parkville Bank compared to the amount of money in the vault at Rosewood Bank.</p>	<ul style="list-style-type: none"> • Base-10 Place Value System • Comparison • Comparison Symbols • Multiple Representations • Numerical Patterns • Order • Standard/Expanded/Written Notation • Whole Numbers <p>Algebraic Reasoning</p> <ul style="list-style-type: none"> • Composition/ Decomposition of Numbers • Equivalence <p>Associated Mathematical Processes</p> <ul style="list-style-type: none"> • Application • Communication • Justification • Relationships • Representations • Tools and Techniques 	<p>representation remains unchanged (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> • What are some ways a number can be represented? • Why can a number vary in representation but the value of the number stay the same? (<i>e.g., Why do 94 one thousands, 6 hundreds, 32 ones represent the same value as 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones?</i>) <p>Numbers can be composed or decomposed in multiple ways to represent part-whole relationships (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> • What part-whole relationship exists when a number is composed or decomposed? (<i>e.g., What relationship can be described when 94,632 is broken into so many ten thousands, so many one thousands, so many hundreds, so many tens, and so many ones? What relationship can be described when 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones is composed to form a number?</i>) <p>A quantity in context is represented by a numeric value and a defining label (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> • How can the same number with different labels represent a small quantity in one context and a large quantity in another context? (<i>e.g., Why is the number 94,632 small when referring to pennies but large when referring to dollars?</i>) <p>The base-10 place value system is based on the relationship where</p>

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Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<p>Mathematics Grade 3 Unit 01 PA 01</p> <p>Analyze the situation(s) described below. Organize and record your work for each of the following tasks. Using precise mathematical language, justify and explain each mathematical process.</p> <p>1) Parkville Bank was counting their reserve money in the vault. The bank's president and chief executive officer individually counted the money and agreed the balance was \$97,685.</p> <p>a) Both the bank president and chief executive officer used expanded notation to record the balance. However, their expanded notations were different. Their representations were different because they used different place value labels. List all possible representations of the balance \$97,685. The chief executive officer's representation is 97,685. Record the balance \$97,685? In words, describe why it is possible for their recordings to be different but the total value to be the same.</p> <p>b) If Rosewood Bank keeps \$98,324 in their vault and Whisper Hills Bank keeps \$98,762 in their vault, list the three banks by name from greatest to least amount of money in their vault.</p> <p>c) Describe, using words and symbols, the amount of money in the vault at Parkville Bank compared to the amount of money in the vault at Rosewood Bank.</p>	<ul style="list-style-type: none"> Base-10 Place Value System Comparison Comparison Symbols Multiple Representations Numerical Patterns Order Standard/Expanded/Written Notation Whole Numbers 	<p>representation remains unchanged (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> What are some ways a number can be represented? Why can a number vary in representation but the value of the number stay the same? (<i>e.g., Why do 94 one thousands, 6 hundreds, 32 ones represent the same value as 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones?</i>) <p>Numbers can be composed or decomposed in multiple ways to represent part-whole relationships (<i>whole numbers up to 100,000</i>).</p> <p>A relationship exists when a number is composed? (<i>e.g., What relationship can be described when 94,632 is broken into so many ten thousands, so many hundreds, so many tens, so many ones? What relationship can be described when 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones is composed to form a number?</i>)</p> <p>A quantity in context is represented by a numeric value and a defining label (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> How can the same number with different labels represent a small quantity in one context and a large quantity in another context? (<i>e.g., Why is the number 94,632 small when referring to pennies but large when referring to dollars?</i>) <p>The base-10 place value system is based on the relationship where</p>

When applicable, associated processes or skills may also be listed (heading is underlined with processes/skills bulleted below the heading).

Associated Mathematical Processes

- Application
- Communication
- Justification
- Relationships
- Representations
- Tools and Techniques

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The Unit Understandings are the major points of the bundled standards and frame what concepts students should know after completing the unit.

They are directly correlated to the both the PI and concepts and serve to connect overarching understandings with daily instruction.

When applicable, parenthetical information (in italics) may be used to narrow the context of the unit understandings and questions in order to target the intended specificity of the unit.

vault, list the three banks by name from greatest to least amount of money in their vault.
c) Describe, using words and symbols, the amount of money in the vault at Parkville Bank compared to the amount of money in the vault at Rosewood Bank.

- Justification
- Relationships
- Representations
- Tools and Techniques

UNIT UNDERSTANDINGS

representation remains unchanged (*whole numbers up to 100,000*).

- What are some ways a number can be represented?
- Why can a number vary in representation but the value of the number stay the same? (*e.g., Why do 94 one thousands, 6 hundreds, 32 ones represent the same value as 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones?*)

Numbers can be composed or decomposed in multiple ways to represent part-whole relationships (*whole numbers up to 100,000*).

- What part-whole relationship exists when a number is composed or decomposed? (*e.g., What relationship can be described when 94,632 is broken into so many ten thousands, so many one thousands, so many hundreds, so many tens, and so many ones? What relationship can be described when 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones is composed to form a number?*)

A quantity in context is represented by a numeric value and a defining label (*whole numbers up to 100,000*).

- How can the same number with different labels represent a small quantity in one context and a large quantity in another context? (*e.g., Why is the number 94,632 small when referring to pennies but large when referring to dollars?*)

The base-10 place value system is based on the relationship where

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<p>Mathematics Grade 3 Unit 01 PA 01</p> <p>Analyze the situation(s) and record your work for each problem. Using precise mathematical language, explain each mathematical relationship.</p> <p>1) Parkville Bank was closed for 3 days. The bank's principal officer individually counted the cash in the vault. The balance was \$97,685.</p> <p>a) Both the bank principal and the chief executive officer used expanded form to represent the balance. However, they used different representations. Write the balance in expanded form using the possible representations.</p> <p>b) The chief executive officer could have used the expanded form to record the balance \$97,685. In words, describe why it is possible for their recordings to be different but the total value to be the same.</p> <p>c) If Rosewood Bank keeps \$98,324 in their vault and Whisper Hills Bank keeps \$98,762 in their vault, list the three banks by name from greatest to least amount of money in their vault.</p> <p>d) Describe, using words and symbols, the amount of money in the vault at Parkville Bank compared to the amount of money in the vault at Rosewood Bank.</p>	<ul style="list-style-type: none"> • Equivalence <p><u>Associated Mathematical Processes</u></p> <ul style="list-style-type: none"> • Application • Communication • Justification • Relationships • Representations • Tools and Techniques 	<p>representation remains unchanged (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> • What are some ways a number can be represented? • Why can a number vary in representation but the value of the number stay the same? (e.g., Why do 94 one thousands, 6 hundreds, 32 ones represent the same value as 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones?) <p>Numbers can be composed or decomposed in multiple ways to represent part-whole relationships (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> • What part-whole relationship exists when a number is composed or decomposed? (e.g., What relationship can be described when 94,632 is broken into so many ten thousands, so many one thousands, so many hundreds, so many tens, and so many ones? What relationship can be described when 9 ten thousands, 4 one thousands, 6 hundreds, 3 tens, 2 ones is composed to form a number?) <p>A quantity in context is represented by a numeric value and a defining label (<i>whole numbers up to 100,000</i>).</p> <ul style="list-style-type: none"> • How can the same number with different labels represent a small quantity in one context and a large quantity in another context? (e.g., Why is the number 94,632 small when referring to pennies but large when referring to dollars?) <p>The base-10 place value system is based on the relationship where</p>

Unit Questions are open-ended, thought-provoking questions that are specifically aligned to Unit Understandings to frame student inquiry.

Unit Questions may be wrapped with appropriate process skills.

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Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
		<ul style="list-style-type: none"> How can the comparison of two numbers be described and represented? (e.g., How can the comparison of 94,632 and 49,623 be described and represented?) <p>Numbers can be ordered based on their numerical value (whole numbers up to 100,000).</p>
<p>A Misconception is considered to be a view or opinion that is incorrect because it is based on faulty thinking or lack of understanding.</p>		<p>An Underdeveloped Concept is considered to be an inadequate, superficial, or partial understanding of a conceptual idea or skill.</p>

MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

Misconceptions:

- Some students may think if two numbers are composed of the same digits, they have the same value even if the digits' place value locations within the two numbers are different.
- Some students may think if the same digit is in the tens place of the units period and is in the tens place of the thousands period, the value of the digit is the same, not realizing that the value of each place increases by multiples of ten.
- Some students may think a number can only be decomposed one way, when the number can actually be decomposed multiple ways.
- Some students may think the total value of a number changes when the number is represented using different decompositions, not realizing that the sum of the addends in each decomposition remains the same.

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Grade 3 Mathematics

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SUGGESTED DURATION : 8 days

Key Content Vocabulary are domain-specific terms, such as major content terminology. Definitions are included!

- Some students may think, when comparing 13,769 and 24,053, the 2 is larger than any of the digits in the number 24,053).
- When ordering numbers, some students may focus on the first digit (e.g., 9,632 is smaller than

regardless of the place value location within the number (e.g., 2 is larger than any of the digits in the number 24,053).
focus on the first digit (e.g., 9,632 is smaller than

UNIT VOCABULARY

Key Content Vocabulary:

- **Compose numbers** – to combine parts or smaller values to form a number
- **Compare numbers** – to consider the value of two numbers to determine which number is greater or less or if the numbers are equal in value
- **Counting (natural) numbers** – the set of positive numbers that begins at one and increases by increments of one each time $\{1, 2, 3, \dots, n\}$
- **Decompose numbers** – to break a number into parts or smaller values
- **Digit** – any numeral from 0 – 9
- **Expanded notation** – the representation of a number using place value to show the value of each digit (e.g., 56,789 as $50,000 + 6,000 + 700 + 80 + 9$ or $(5 \times 10,000) + (6 \times 1,000) + (7 \times 100) + (8 \times 10) + 9$)
- **Numeral** – a symbol used to name a number
- **Open number line** – an empty number line where tick marks are added to represent landmarks of numbers, often indicated with arcs above the number line (referred to as jumps) demonstrating approximate proportional distances
- **Order numbers** – to arrange a set of numbers based on their numerical value
- **Period** – a three-digit grouping of whole numbers where each grouping is composed of a ones place, a tens place, and a hundreds place, and each grouping is separated by a comma
- **Place value** – the value of a digit as determined by its location in a number, such as ones, tens, hundreds, one thousands, ten thousands, etc.
- **Standard notation** – the representation of a number using digits (e.g., 56,789)
- **Whole numbers** – the set of counting (natural) numbers and zero $\{0, 1, 2, 3, \dots, n\}$
- **Written notation** – the representation of a number using written words (e.g., 56,789 as fifty-six thousand, seven hundred eighty-nine)

Related Vocabulary:

Related Vocabulary:

Related Vocabulary is general unit-level terminology that may have high-yield impacts when utilized in combination with Key Content Vocabulary.

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Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

- | | | |
|------------------------------|-----------------------------|-----------------------|
| • Ascending | • Hundred thousands place | • Position |
| • Base-10 place value system | • Hundreds place | • Same as |
| • Comparative language | • Largest | • Smallest |
| • Descending | • Less than (<) | • Ten thousands place |
| • Equal to (=) | • Magnitude (relative size) | • Tens place |
| • Equivalent representations | • Ones place | • Thousands period |
| • Greater than (>) | • One thousands place | • Units period |

UNIT ASSESSMENT ITEMS	SYSTEM RESOURCES	OTHER RESOURCES
Unit Assessment Items that have been posted are available through Search All Components in the District Resources tab. Please refer to the News section of the homepage for Posting Updates.	Unit Assessment items provide a sample collection of STAAR-like items that assess the specified standards.	
		Texas Education Agency - Revised Mathematics TEKS: Side-by-Side TEKS Comparison Texas Education Agency - Revised Mathematics TEKS: Vertical Alignment Charts

TEKS# SE#	TEKS	SPECIFICITY
	<u>Legend:</u> <ul style="list-style-type: none"> <i>Black text in italics:</i> Knowledge and Skills Statement (TEKS) Black text: Student Expectation (TEKS) <i>Red text in italics:</i> Student Expectation identified by TEA as a Readiness Standard for STAAR <i>Green text in italics:</i> Student Expectation identified by TEA as a Supporting Standard for STAAR Strike-through: Indicates portions of the Student Expectation that are not included in this unit but are taught in previous or future unit 	<u>Legend:</u> <ul style="list-style-type: none"> Blue text: Supporting Information / Clarifications from TCMPC (Specificity) Blue Italic text: Unit-specific clarification Black text: TEA Texas Response to Curriculum Focal Points (TxRCFP); Texas College and Career Readiness Standards (TxCCRS); TEA STAAR

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

Teacher Resources

UNIT ASSESSMENT ITEMS		OTHER RESOURCES
Mathematics Grade 3 Unit 01: Foundations of Number 2014-2015	<div style="background-color: #ADD8E6; padding: 5px;"> Mathematics Grade 3 Implementation TAG Tool </div>	<p>Texas Education Agency: Texas Education Agency - Revised Mathematics TEKS: Side-by-Side TEKS Comparison Project Share Gateway at www.projectsharetexas.org (click on the Resource Index; search for Side by Side) Texas Education Agency - Revised Mathematics TEKS: Vertical Alignment Charts Project Share Gateway at www.projectsharetexas.org (click on the Resource Index; search for Vertical Alignment)</p> <p>Texas Higher Education Coordinating Board and Texas Education Agency: Texas College and Career Readiness Standards (beginning on page 59 or a11)</p>

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • <i>Black text in italics: Knowledge and Skills Statement (TEKS)</i> • Black text: Student Expectation (TEKS) • <i>Red text in italics: Student Expectation identified by TEA as a Readiness Standard for STAAR</i> 	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • <i>Blue text:</i> Supporting Information / Clarifications from TCMPC (Specificity) • <i>Blue text in italics:</i> Unit-specific clarification • Black text: Texas Education Agency (TEA); Texas College and Career Readiness Standards (TxCCRS)

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

State trainings; state resources; other references

TITLE : Unit 01: Foundations of Number

UNIT ASSESSMENT ITEMS	SYSTEM RESOURCES	OTHER RESOURCES
Mathematics Grade 3 Unit 01: Foundations of Number 2014-2015	Mathematics Grade 3 Implementation TAG Tool	<p>Texas Education Agency: Texas Education Agency - Revised Mathematics TEKS: Side-by-Side TEKS Comparison Project Share Gateway at www.projectsharetexas.org (click on the Resource Index; search for Side by Side) Texas Education Agency - Revised Mathematics TEKS: Vertical Alignment Charts Project Share Gateway at www.projectsharetexas.org (click on the Resource Index; search for Vertical Alignment)</p> <p>Texas Higher Education Coordinating Board and Texas Education Agency: Texas College and Career Readiness Standards (beginning on page 59 or a11)</p>

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
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Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

UNIT ASSESSMENT ITEMS	SYSTEM RESOURCES	OTHER RESOURCES
Mathematics Grade 3 Unit 01: Foundations of Number 2014-2015	Mathematics Grade 3 Implementation TAG Tool	<p>Texas Education Agency: Texas Education Agency - Revised Mathematics TEKS: Side-by-Side TEKS Comparison Project Share Gateway at www.projectsharetexas.org (click on the Resource Index; search for Side by Side) Texas Education Agency - Revised Mathematics TEKS: Vertical Alignment Charts Project Share Gateway at www.projectsharetexas.org (click on the Resource Index; search for Vertical Alignment)</p> <p>Texas Higher Education Coordinating Board and Texas Education Agency: Texas College and Career Readiness Standards (beginning on page 59 or a11)</p>

Legend for use with TEKS and specificity sections

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • <i>Bold black text in italics: Knowledge and Skills Statement (TEKS)</i> • Black text: Student Expectation (TEKS) • <i>Bolded red text in italics: Student Expectation identified by TEA as a Readiness Standard for STAAR</i> 	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • <i>Blue text:</i> Supporting Information / Clarifications from TCMPC (Specificity) • <i>Blue text in italics:</i> Unit-specific clarification • Black text: Texas Education Agency (TEA); Texas College and Career Readiness Standards (TxCCRS)

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> Solving problems with multiplication and division within 100 Understanding fractions as numbers and representing equivalent fractions Describing characteristics of two-dimensional and three-dimensional geometric figures, including measurable attributes TxCCRS: <ul style="list-style-type: none"> IX. Communication and Representation
Knowledge Standards		
3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:</i>	
3.2A	<p>Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.</p> <p><i>Readiness Standard</i></p>	<p>Compose, Decompose</p> <p>NUMBERS UP TO 100,000 AS A SUM OF SO MANY TEN THOUSANDS, SO MANY THOUSANDS, SO MANY HUNDREDS, SO MANY TENS, AND SO MANY ONES USING OBJECTS, PICTORIAL MODELS, AND NUMBERS, INCLUDING EXPANDED NOTATION AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Whole numbers (0 – 100,000) <ul style="list-style-type: none"> Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time {1, 2, 3, ..., n} Whole numbers – the set of counting (natural) numbers and zero {0, 1, 2, 3, ..., n} Numeral – a symbol used to name a number Digit – any numeral from 0 – 9 Place value – the value of a digit as determined by its location in a number such as ones, tens, hundreds, one thousands, ten thousands, etc.

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> Solving problems with multiplication and division within 100 Understanding fractions as numbers and representing equivalent fractions Describing characteristics of two-dimensional and three-dimensional geometric figures, including measurable attributes TxCCRS: <ul style="list-style-type: none"> IX. Communication and Representation
3.2	<i>Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand</i>	
Student Expectation		
3.2A	Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.	<p>Compose, Decompose</p> <p>NUMBERS UP TO 100,000 AS A SUM OF SO MANY TEN THOUSANDS, SO MANY THOUSANDS, SO MANY HUNDREDS, SO MANY TENS, AND SO MANY ONES USING OBJECTS, PICTORIAL MODELS, AND NUMBERS, INCLUDING EXPANDED NOTATION AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Whole numbers (0 – 100,000) <ul style="list-style-type: none"> Counting (natural) numbers – the set of positive numbers that begins at one and increases by increments of one each time {1, 2, 3, ..., n} Whole numbers – the set of counting (natural) numbers and zero {0, 1, 2, 3, ..., n} Numeral – a symbol used to name a number Digit – any numeral from 0 – 9 Place value – the value of a digit as determined by its location in a number such as ones, tens, hundreds, one thousands, ten thousands, etc.
	Readiness Standard	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	Identification of Readiness or Supporting	<ul style="list-style-type: none"> • TxCCRS: <ul style="list-style-type: none"> ◦ I. Numeric Reasoning ◦ IX. Communication and Representation
3.2B	<p>Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.</p> <div style="background-color: #e0f0ff; padding: 5px; margin-top: 10px;"> <i>Supporting Standard</i> </div>	<p><i>Describe</i></p> <p>THE MATHEMATICAL RELATIONSHIPS FOUND IN THE BASE-10 PLACE VALUE SYSTEM THROUGH THE HUNDRED THOUSANDS PLACE</p> <p><i>Including, but not limited to:</i></p> <ul style="list-style-type: none"> • Place value – the value of a digit as determined by its location in a number, such as ones, tens, hundreds, one thousands, ten thousands, etc. <ul style="list-style-type: none"> ◦ Hundred thousands place ◦ Ten thousands place ◦ One thousands place ◦ Hundreds place ◦ Tens place ◦ Ones place • Base-10 place value system <ul style="list-style-type: none"> ◦ A number system using ten digits 0 – 9 ◦ Relationships between places are based on multiples of 10. <ul style="list-style-type: none"> • Moving left across the places, the values are 10 times the position to the right. <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • Grade Level(s): <ul style="list-style-type: none"> ◦ Grade 4 will interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.

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SUGGESTED DURATION : 8 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<p style="text-align: center; font-size: 1.2em;">Lots of Specificity!</p> <p style="text-align: center;"><u>NOTE:</u> To reference added examples of specificity, please reference the grade-level Enhanced TCD.</p>	<div style="background-color: #e0f2f1; padding: 10px; margin-bottom: 10px;"> <ul style="list-style-type: none"> ◦ Standard notation to written notation and written notation to standard notation ◦ Expanded notation in numerals to expanded notation in words and numerals and expanded notation in words and numerals to expanded notation in numerals ◦ Expanded notation numerals to written notation and written notation to expanded notation in numerals ◦ Expanded notation in words and numerals to written notation and written notation to expanded notation in words and numerals ◦ Expanded notation in numerals given out of place value order to standard notation or written notation ◦ Expanded notation in words and numerals given out of place value order to standard notation or written notation ◦ Equivalent compositions of numbers with the same value ◦ Equivalent decompositions of numbers with the same value </div> <p>Note(s):</p> <ul style="list-style-type: none"> • Grade Level(s): <ul style="list-style-type: none"> ◦ Grade 2 used concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many one thousands, hundreds, tens, and ones. ◦ Grade 2 used standard, word, and expanded forms to represent numbers up to 1,200. ◦ Grade 4 will represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals. ◦ Grades 1 and 2 student expectations refer to expanded, standard, and word form, whereas Grades 3, 4, and 5 student expectations refer to expanded notation. ◦ Various mathematical process standards will be applied to this student expectation as appropriate. • TxRCFP: <ul style="list-style-type: none"> ◦ Understanding and applying place value and properties of operations to solve problems involving addition and subtraction of whole numbers within 1,000

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<div data-bbox="175 872 751 1210" style="background-color: #800000; color: white; padding: 20px; text-align: center;"> <p>Note(s): Grade Level Notes TxRCFP TxCCRS Eventually STAAR</p> </div>	<ul style="list-style-type: none"> ◦ Standard notation to written notation and written notation to standard notation ◦ Expanded notation in numerals to expanded notation in words and numerals and expanded notation in words and numerals to expanded notation in numerals ◦ Expanded notation numerals to written notation and written notation to expanded notation in numerals ◦ Expanded notation in words and numerals to written notation and written notation to expanded notation in words and numerals ◦ Expanded notation in numerals given out of place value order to standard notation or written notation ◦ Expanded notation in words and numerals given out of place value order to standard notation or written notation ◦ Equivalent compositions of numbers with the same value ◦ Equivalent decompositions of numbers with the same value <div data-bbox="755 753 1818 1295" style="background-color: #e0f0ff; padding: 10px;"> <p>Note(s):</p> <ul style="list-style-type: none"> • Grade Level(s): <ul style="list-style-type: none"> ◦ Grade 2 used concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many one thousands, hundreds, tens, and ones. ◦ Grade 2 used standard, word, and expanded forms to represent numbers up to 1,200. ◦ Grade 4 will represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals. ◦ Grades 1 and 2 student expectations refer to expanded, standard, and word form, whereas Grades 3, 4, and 5 student expectations refer to expanded notation. ◦ Various mathematical process standards will be applied to this student expectation as appropriate. • TxRCFP: <ul style="list-style-type: none"> ◦ Understanding and applying place value and properties of operations to solve problems involving addition and subtraction of whole numbers within 1,000 </div>

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3 Mathematics

TITLE : Unit 01: Foundations of Number

SUGGESTED DURATION : 8 days

TEKS#		ELPS Table (collapsible)	
SE#			

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<p><i>The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.</i></p> <p>School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.</p> <p>School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.</p> <p>http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>Choose appropriate ELPS to support instruction.</p>	
ELPS.c.1	<i>The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
ELPS.c.1A	use prior knowledge and experiences to understand meanings in English
ELPS.c.1B	monitor oral and written language production and employ self-corrective techniques or other resources
ELPS.c.1C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary
ELPS.c.1D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)
ELPS.c.1E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept

Instructional Focus Document (IFD)

Possible Enhancements from STAAR Analysis:

- Addition of information included in a Unit Overview
- Clarification of/Additional Unit Understandings/Questions
- Clarification of/addition to Vocabulary
- Clarification of/addition to Misconceptions/Underdeveloped Concepts
- Addition of standard specificity and notes

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!

INSTRUCTIONAL FOCUS DOCUMENT TURN AND TALK

Complete the analogy:

The IFD: _____ :: _____ : _____

The IFD is to _____ as _____ is to _____.

MIX – FREEZE – PAIR

- ▶ MIX

Walk around the room.

- ▶ FREEZE

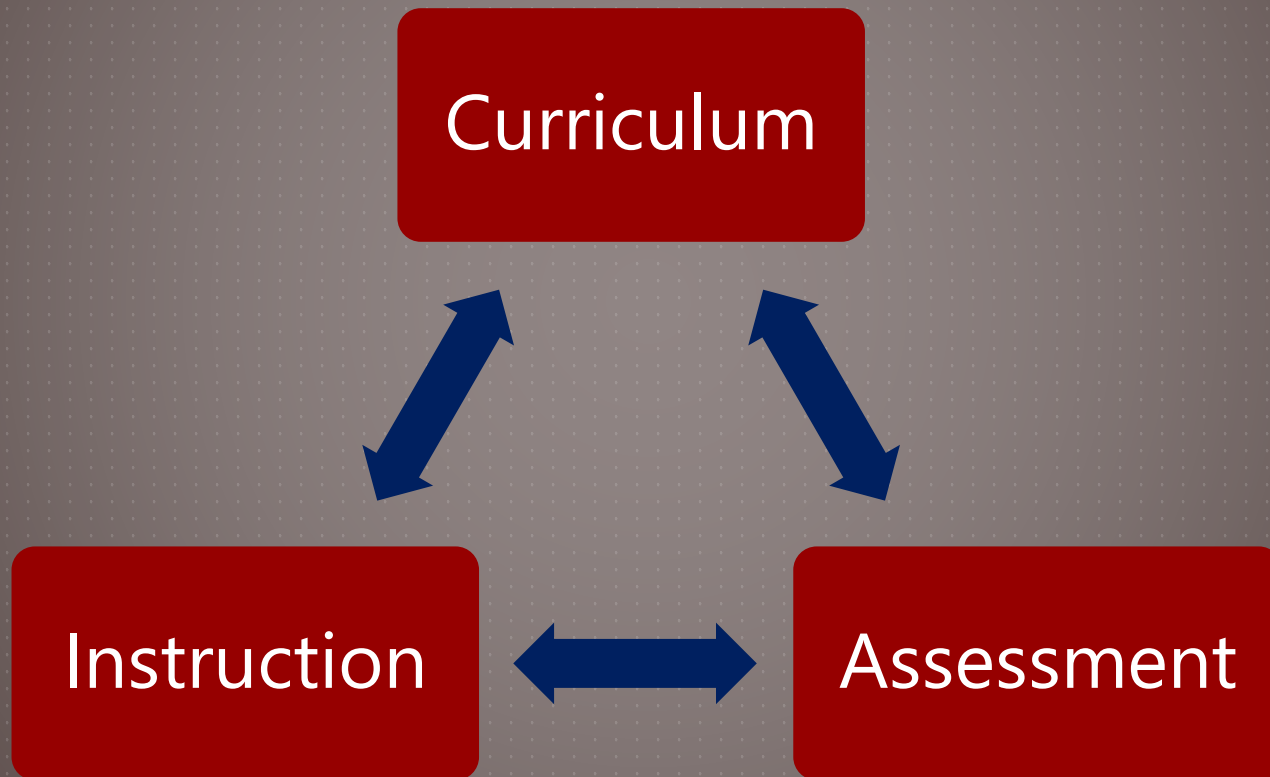
Stop when I say FREEZE.

- ▶ PAIR

Find a partner and share analogies.



Putting All The Pieces Together



TCMPC TEKS Resource System™ Component Chart

Texas Curriculum Management Program Cooperative – TEKS Resource System™



State Standards	Curriculum			Assessment	Technology
Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD) & TEKS Clarification Document (TCD)	Year at a Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Document (IFD)	Performance Assessments & Sample Unit Assessment Items	TEKS Resource System Website
<ul style="list-style-type: none"> Approved and updated by the State Board of Education (SBOE) Defines what students in Texas should know and be able to do for each grade level/course Supported by Texas Education Agency (TEA) 	Scope: <ul style="list-style-type: none"> Outlines what is taught (TEKS) for each grade level/course Defines the rigor and content of the TEKS Includes the TEKS specificity (examples/details) Highlights Readiness and Supporting Standards Targets expectations (TEKS) within and across grade levels/courses 	Sequence: <ul style="list-style-type: none"> Groups (bundles) the TEKS into curricular units Includes a suggested sequence and duration for each unit Offers a sequence that ensures all TEKS are addressed within the year and STAAR-assessed standards (TEKS) are presented prior to the state assessment 	<ul style="list-style-type: none"> Bridges curriculum, assessment, and instruction Explains the details of each curricular unit including: <ul style="list-style-type: none"> An overview Performance Assessments Concepts, understandings, and vocabulary Targeted specificity 	Performance Assessments <ul style="list-style-type: none"> Offers evidence of student progression toward and/or attainment of identified TEKS Sample Unit Assessment Items <ul style="list-style-type: none"> Provides a collection of selected- and constructed-response items that assess unit-specified TEKS 	<ul style="list-style-type: none"> Provides online delivery and district management of VADs/TCDs, YAGs, TVDs, IFDs, and Sample Unit Assessment Items Allows districts to efficiently access, customize, and/or create curriculum and assessment components Provides a district-managed platform that includes: <ul style="list-style-type: none"> Bookmarking, quick search, and calendar features Teacher Website Builder and Design Templates Assessment Builder Administrator Walkthrough Tool District-level communication and resource sharing
Teachers use the TEKS to: <ul style="list-style-type: none"> Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) 	Teachers use the VADs & TCDs to: <ul style="list-style-type: none"> Clarify grade level/course expectations Understand the vertical depth and complexity of the TEKS within and across grade levels/courses Assess potential gaps in students' understanding and plan for appropriate intervention 	Teachers use the YAGs & TVDs to: <ul style="list-style-type: none"> View the TEKS taught within the year in a single snapshot Organize and plan long-term high-quality instruction Work with peers to share and allocate instructional resources Pace instruction and customize sequencing as appropriate Align the suggested unit duration to the district calendar considering additional days for support/practice/assessment 	Teachers use the IFDs to: <ul style="list-style-type: none"> Determine what content should be taught in each grading period Organize and plan medium- to short-term high-quality instruction Select instructional resources and materials that are aligned with the specified TEKS Maintain focus on the TEKS while planning and implementing instruction 	Teachers use the assessment components to: <ul style="list-style-type: none"> Determine student progression toward and/or attainment of identified TEKS Determine the ability of students to apply the learning in a new context Determine which students need intervention and accelerated instruction 	Teachers use the technology tools to: <ul style="list-style-type: none"> Access TEKS Resource System and district-customized components Create district/individual instructional calendars, teacher websites, and assessments Provide and receive feedback regarding system components
District Implementation Plan					
Required by Law <ul style="list-style-type: none"> Texas Administrative Code Texas Education Code 	Local Decision based on student needs and district goals				

Assessments

Performance Assessments

- Evidence of student progression toward and/or attainment of identified standards as noted on the Instructional Focus Document

Sample Unit Assessment Items

- Collection of selected, constructed, and response items that assess the specified standards as noted on the Instructional Focus Document

Performance Assessments

The Performance Assessment is an assessment of bundled standards blending content knowledge, process skills, and student performance that demonstrates learning in order to reflect the rigor of state standards.

Performance Assessments include:

- Content knowledge
- Process skills
- Student performance

Performance Assessment Rubrics

Rubric(s)

Classifying Matter Using Physical Properties

(6.2A) ~~Plan and~~ implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology.

(6.2E) Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.

(6.4A) Use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum.

(6.6A) Compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability.

Supporting Standard

(6.6B) Calculate density to identify an unknown substance.

Supporting Standard

4	The graphic organizer includes the essential attributes of metals, non-metals and metalloids and accurately applies these attributes to the samples studied, which are used as supporting details in classification. The organizer includes appropriate text, drawings, and data to demonstrate the particular essential characteristics of each sample, classification of each sample, and correct calculations of density. The organizer provides clear evidence of student understanding of the physical properties of metals, nonmetals, and metalloids and how those properties relate to classification. The organizer provides clear evidence of student understanding of the calculation of density.
3	The graphic organizer includes most of the essential attributes of metals, nonmetals and metalloids and accurately applies these attributes to the samples studied, which are used as supporting details in classification with only minor errors or omissions. The organizer includes appropriate text, drawings, and data to demonstrate the particular essential characteristics of each sample, classification of each sample, and correct calculations of density. Connections may be less obvious or slightly confusing but are generally correct. The organizer provides general evidence of student understanding of the physical properties of metals, nonmetals, and metalloids and how those properties relate to classification. The organizer provides general evidence of student understanding of the calculation of density.
2	The graphic organizer includes some of the essential attributes of metals, nonmetals and metalloids. Some general attributes may be missing or the general information may not be supported with details and observations from the materials examined. The organizer includes text, drawings, and data to demonstrate the particular essential characteristics of each sample, classification of each sample, and calculations of density. There may be calculation errors, or omissions. The organizer provides limited evidence of student understanding of the physical properties of metals, nonmetals, and metalloids and how those properties relate to classification. The organizer provides limited evidence of student understanding of the calculation of density.
1	The graphic organizer has too many errors, omissions and confusing representations to be considered minimally successful. The organizer provides little to no evidence of student understanding of the physical properties of metals, nonmetals, and metalloids and how those properties relate to classification, or little to no evidence of student understanding of the calculation of density.
0	Student does not attempt the task.

[Back](#)[Add to My Favorites](#)[Printer Friendly Version](#)

High School Science

High School Courses / S

High School Science B

Create a model to illustrat

Write a summary that incl
disruptions in the cell cycl

Standard(s): [B.2H](#) , [B.5A](#)
[ELPS](#) [ELPS.c.1E](#) , [ELPS](#)

5D Recognize that disruptio

5A Describe the stages of t
growth of organisms. Read
2H Communicate valid con
summaries, oral reports, an

Print Options



Create Printer Friendly Version

[Print](#)[Cancel](#)

Click the Print button to print all sections of this component. If you would like to omit a section, click to select the sections you would like omitted from the printed version, and then click Print.

Select the sections you would like omitted:

- ☐ Teacher Information
- ☐ Performance Indicators
- ☐ Rubric Body

anism, and how

f the cell cycle to the

ganizers, journals,

0

Create a model to
illustrate each stage
of the cell cycle.

The model includes
each stage, including
synthesis (G₁ phase
and S phase)

The model may be
missing a stage, or
one of the stages is
incorrect.

The model may be
missing two stages, or
one-two of the
stages is incorrect.

The model may be
missing two or more
of the stages, or the
stages are incorrect.

Student does not
attempt the task.

Performance Assessment

- Defines the content to be mastered by the end of the unit and a process for demonstrating that mastery.



Performance Assessment

- ▶ A PA is usually written with three parts:

PROCESS + **CONTENT** = **PRODUCT**
(Skills) *(Concepts)* *(Artifact or Demo)*

Performance Assessment

PROCESS + CONTENT = PRODUCT
(Skills) (Concepts) (Artifact or Demo)

Example:

Compare the Texas founding documents and the United States founding documents.

Identify similarities and differences as you write a news story for the local newspaper.

Performance Assessment

- ▶ With a partner from a different table, read the Performance Assessment.
- ▶ Identify the three parts.

Underline the process

Circle the **content/concepts**

Box the **product**

Performance Assessment

Underline the process

Circle the **content/concepts**

Box the **product**

Example:

Draw two different atoms and label their structures. Under each drawing, describe in writing the structure of the atoms including the masses, electrical charges, and locations of the protons, neutrons, and electrons, as well as the atomic number and mass number of each atom. Include an explanation of how each atom can be identified by the representation.

Sample Unit Assessment Items

- Each content area has a collection of sample unit assessment items.
- These assessment items directly align with the content presented within each unit (established by the IFDs).
- The sample assessment items are available for grades 2-12.
- The sample assessment items are found in the TEKS Resource System Assessment Item Bank.

TEKS require students use many processes

- Typically viewed as the “verb” of the student expectation
- Some processes are simple, others more complex
- Bloom’s helps to categorize student cognitive processes, such as...
 - *Remembering-Recognizing* – to identify from memory
 - *Understanding-Explaining* – to connect cause and effect
 - *Applying-Implementing* – to use a procedure for a new task
 - *Analyzing-Differentiating* – to select relevant evidence
 - *Evaluating-Critiquing* – to judge something against an external criteria
 - *Creating-Planning* – to design a procedure to accomplish a task

Items align to the processes in the TEKS

Selected response items (multiple choice)

US7.G - Explain how American patriotism inspired the bravery and contributions of the Flying Tigers

Why would the actions of the Flying Tigers during World War II be considered patriotic?

- F** They were drafted pilots who flew numerous successful missions over Europe.
- G** They were pilots who volunteered with the British Air Force to defend against German attacks during the Battle of Britain.
- H** They were a group of African-American aviators who heroically served in Europe during a time of racial segregation in the armed forces.
- J** They were former pilots of the U.S. armed services who voluntarily flew with the Chinese Air Force to resist Japanese aggression.

- Determining Cause/Effect

US24.A - Describe qualities of effective leadership

Use the quote and your knowledge of social studies to answer the following question.

I shall return.

—General Douglas MacArthur on the U.S. evacuation of the Philippines, 1942

Which leadership quality does MacArthur exemplify?

- F** a sense of fairness
- G** a sense of duty and responsibility
- H** a sense of honesty
- J** a skill at decision-making

- Determining Characteristics

Items align to the processes in the **TEKS**

Constructed response items (short answer, essay)

GOV16.B - Analyze the importance of the First Amendment right of speech

The right to free speech is fundamental to a democratic society.

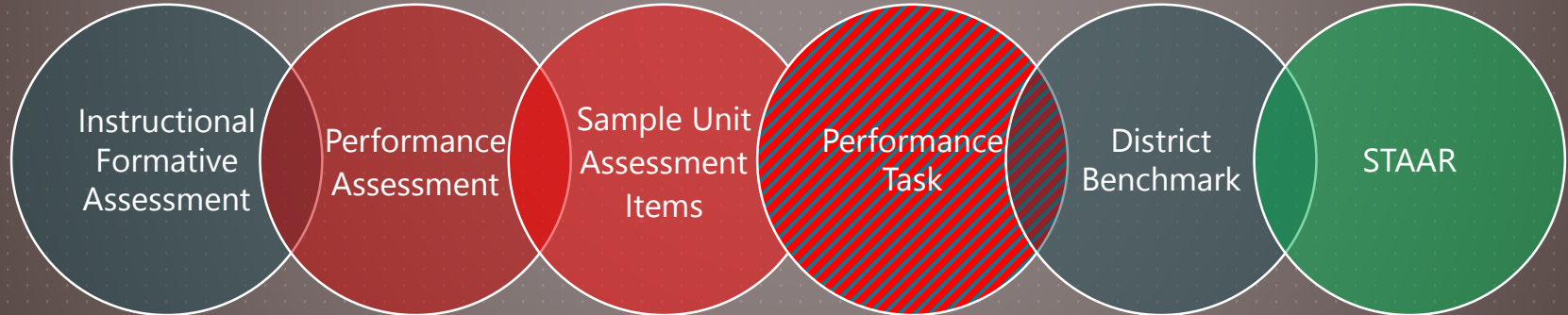
Analyze the statement above. In a well-organized paragraph, explain the importance of free speech in a democratic society.

Be sure to use correct social studies terminology and appropriate grammar, spelling, sentence structure, and punctuation.

- Organizing evidence for/against a particular explanation

Assessment Continuum

The TEKS Resource System assessments use multiple measures in order to match the processes described in the Student Expectations.



Assessments

Possible Enhancement from STAAR Analysis:

- Revisions to Performance Assessments and/or rubrics
- Removal/Clarification of additional Sample Unit Assessment Items

TEKS Resource System™

Texas Curriculum Management Program Cooperative (TCMPC)



Time to Navigate!

TURN AND TALK ASSESSMENT

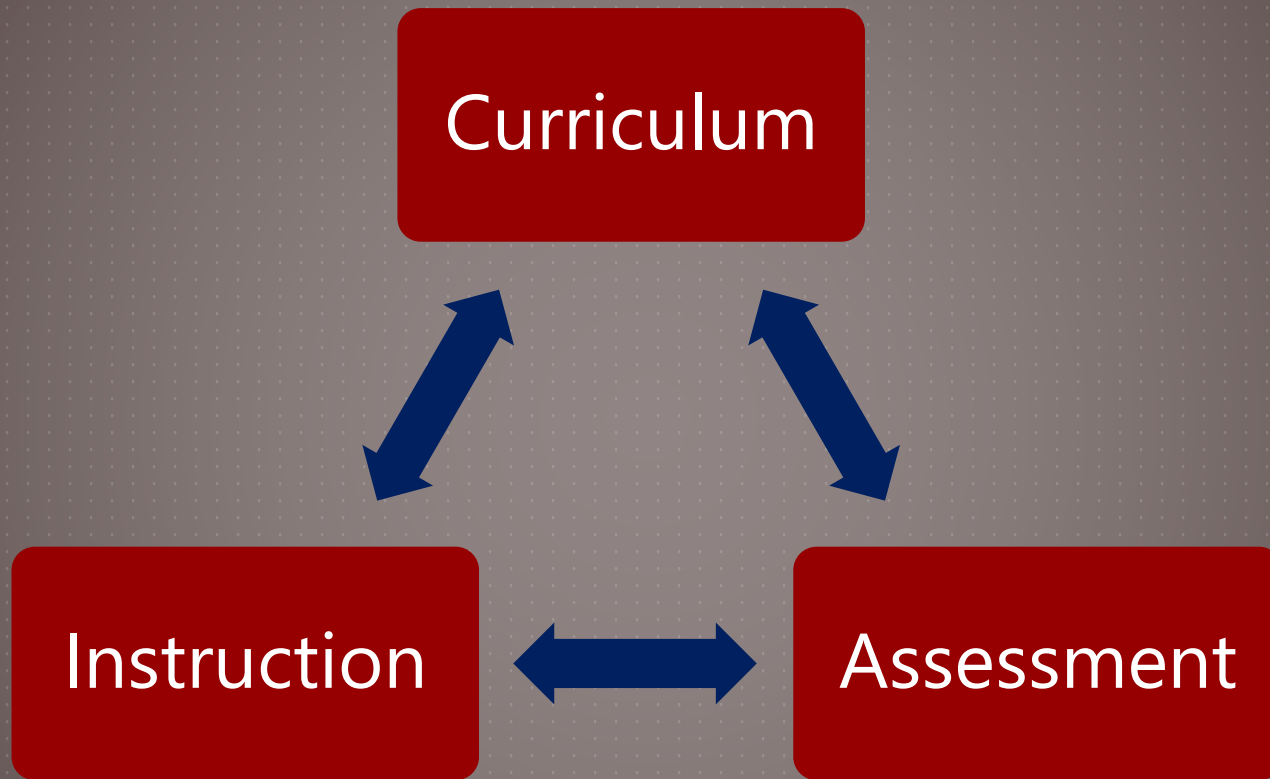
Respond to the following:

How are Performance Assessments and Sample Unit Assessment items alike and different?

GIVE ONE, GET ONE



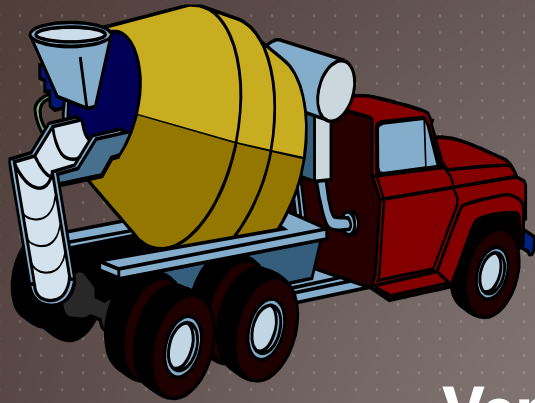
1. Partner with someone in the room that you have not yet talked with today.
2. Compare notes.
3. Write down one idea that was different from yours.



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<div> <div>Instruction</div> <div></div> </div>					
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Vertical Alignment Document & TEKS Clarification Document

Year at a Glance and TEKS Verification Document

Instructional Focus Document

Assessment



TEKS RESOURCE SYSTEM WEBSITE

www.tcmpc.org

- ▶ Information
- ▶ Conferences

QUESTIONS?



THANK YOU FOR JOINING ME!

Specialist Name

Specialist email address

Education Service Center, Region 12